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ABSTRACT

Significant actions taken from June 1975 to June 1977 to integrate women into the U.S. Military Academy (USMA) and results of research on coeducation are summarized. Three time periods are discussed: pre-admission phase; cadet basic training, and the initial academic year. Data are presented on characteristics of entering cadets; resignation rates; performance of cadets in academics, physical, and military training; attitudes; and adjustment problems of men and women. Research on the men and 119 women entering USMA in July 1976 indicated that there were more similarities than differences between them. Areas of significant differences were in their physical aptitude and in their general attitudes toward the role of women in society. Men and women performed similarly in most phases of basic training, with the exception of physical training and physical aspects of military training. A higher percentage of women tended to voluntarily resign during the first summer and academic year. During the academic year, men and women performed similarly in most areas of cadet life. Separate grading scales were used for women on some physical tasks. Women tended to be rated lower than men on leadership ability. It is concluded that women are being effectively integrated into West Point. Conclusions, recommendations, and a future forecast are provided. Regulations on social behavior and conduct, a list of activities in preparation for women, two lesson outline summaries, an data on sex differences/changes are appended. (SW)

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Report of the Admission of
Women to the U.S. Military Academy
(Project Athena)

by

Major Alan G. Vitters
U.S. Military Academy
and
Dr. Nora Scott Kinzer
Army Research Institute

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Department of Behavioral Sciences and Leadership
United States Military Academy
West Point, New York 10996

2 September 1977

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Abstract

Report on the Admission of Women to the U.S. Military Academy

This report provides a comprehensive, systematic summary of the significant actions taken from the period June 1975 to June 1977 to integrate women into the U.S. Military Academy (USMA). Included are summaries of research conducted to understand and evaluate specific aspects of the integration process.

The report is organized into the following time periods: pre-admission phase; cadet basic training (CBT); and the initial academic year. Data on characteristics of cadets in the Class of 1980, attrition rates, performance of cadets in academic, physical and military training, attitudes and adjustment problems of men and women to USMA are provided.

Conclusions and recommendations are made in the report as well as a future forecast. The researchers conclude that women are being effectively integrated into West Point, due to the ability and motivation of the young women who entered and the commitment of the institution to that goal.

Women at West Point: A Summary

The purpose of this report is to review the significant events of the first year of women at West Point and summarize the results of Project Athena research. The project has been on-going for eighteen months and has been conducted by researchers from the U.S. Military Academy and the Army Research Institute. Data on characteristics of entering cadets, resignation rates, performance of cadets in academics, physical and military training, attitudes, and adjustment problems of men and women are presented.

On 7 October 1975, President Ford signed into law public law 94-106, an amendment to which authorized women's admissions to the service academies. Prior to the passage of the law, the Army's position was that the primary purpose of the academy was to develop combat arms leaders and that since women were excluded from combat assignments, admitting women to the academy was incongruent with its mission.

Arguments of those in favor of the change centered on the issue of equal opportunity and of women being provided educational opportunities available to men. In addition, proponents cited precedent which existed at the academy for graduates to be commissioned in non-combat arms. Finally, the expanding role and utilization of women in the service argued in favor of women's admission.

West Point's philosophy to integrate women was based on the precise wording of the law. Academy officials were committed to challenging women

to their utmost and including women in all phases of cadet life and training. Since the law dictated that "only minimum essential adjustments be made in existing standards to integrate women, and that these adjustments be based on physiological differences between the sexes", USMA planned few changes to its traditional program.

Among the more significant aspects of the pre-admission phase were the following: several research projects were designed and conducted to systematically examine physiological and attitudinal differences between the sexes; prominent consultants and guest lecturers were invited to address cadet and faculty audiences on topics related to women; USMA increased the number of women officers assigned to the Academy; and USMA decided to integrate women into the cadet barracks.

On 7 July 1976, 119 women entered USMA with the Class of 1980. Research found more similarities than differences existed between these young men and women. Both came to the academy for similar reasons, were similar in their commitment to a military career, and possessed academic, athletic, and leadership skills. Areas where significant differences were found to exist were in their physical aptitude and in their general attitudes toward the role of women in society. Women tended to hold quite different views toward sex roles, marriage, childbearing, and the prospect of being in a coeducational environment.

During July and August, men and women went through all phases of Cadet Basic Training (CBT) together. By and large, they performed similarly in most phases of training, with the exception of physical training and physical aspects of military training. Although instructors made some adjustments for women to compete with men in physical training, i.e. women carried the lighter M-16 rifle in lieu of the M-14 on reveille runs, these changes were minimal and the essentially one-track program pushed women (and some men) beyond their limits. As a result, women tended to endure more failure experiences, as well as more fatigue and fatigue-related injuries.

In addition, a higher percentage of women tended to voluntarily resign the first summer, sixteen percent as compared with ten percent for the men. Cadet counselors noted that both sexes cited similar reasons for leaving, with dislike of military discipline and regimentation being the reason most frequently given.

During the academic year, men and women have again performed similarly in most areas of cadet life. In academic subjects, the top woman finished 44th in her class and 23% of the women (as compared to 30% of the men) made the Dean's list. In physical education, women took courses in self-defense in lieu of traditional courses in boxing and wrestling. Women were evaluated on separate grading scales on such events as the 2-mile run, obstacle course, and physical aptitude exams. Separate grading scales were required since relatively few women would have passed when evaluated on men's scales.

An analysis of the conduct (or demerit) system revealed that cadets in integrated companies tended to receive slightly more demerits than cadets in segregated units, but that men and women appeared to receive similar numbers of demerits.

Semi-annually, upperclass cadets and tactical officers rate other cadets on their leadership ability. The ratings are conducted as part of the "leadership evaluation system" at USMA. In these ratings, women tended to have been rated lower than men in their class. Future analysis into this aspect of the system is planned.

During the year, women have continued to resign at a slightly higher rate than men. As of 6 July 1977, 33 of the original 119 women to enter have voluntarily resigned for an attrition rate of 28 percent. 309 of the original 1366 men have resigned for an attrition rate of 23 percent.

Women who entered USMA participated in more extracurricular clubs in high school than their male counterparts. Women joined 46 of the 80 clubs at USMA.

Although women were integrated into the barracks with relatively few problems, a number of other attitudinal problems surfaced this first year. Many cadets continue to hold negative attitudes toward women being admitted. Research as of April 1977 indicates that upperclassmen assigned to companies without women tend to hold the most negative attitudes. Several reasons are offered to explain this: (1) a persisting belief that women do not belong in military academies; (2) an awareness that the academy's top leadership originally opposed the admission of women; (3) a perception that USMA officials have "overreacted" to the change as evidenced by the amount of time devoted to lectures, surveys, and briefings on the subject; and (4) a widespread perception among both men and women, that women received "inequitable treatment" as plebes by other cadets and officers. Men cite instances of women being dated by upperclassmen (a regulations offense at USMA) and of women being sponsored by officer's families anxious to meet the pioneer women. Women cite instances of exceptionally harsh conditions, as exemplified by having been the target of rumors and jokes throughout the year. Perhaps the most difficult aspect of all has been the psychological affect of being physically integrated into the corps, but not having been fully accepted by many of their peers.

The authors conclude that at the end of the first year of coeducation at West Point, a number of positive features had emerged. In spite of its opposition to admitting women as cadets, it planned for them carefully and listened to carefully considered expert advice on how to do it. Because of its major commitment to athletic prowess, West Point pioneered in scientific analyses of physiological abilities of women. It discovered how to challenge women physically and push them to new levels of endurance. It was able to select and retain an academically and attitudinally talented group of women and give them the satisfaction of intramural and athletic teams, as well as academic training which was suited to their individual abilities. West Point had joined the mainstream of American coeducation, while retaining many of its distinctive qualities as an institution.

The researchers conclude that women are being effectively integrated into West Point due to the ability and motivation of the young women who entered and the commitment of the institution to that goal. Many cadets and officers, however, continue to disagree with the policy of admitting women to service academies. Facilitating the change process is the 3-4 year transgeneration which occurs at USMA as cadets graduate and officers rotate to new assignments.

Conclusions, recommendations, and a future forecast are provided in the report. Conclusions pertain to the following areas: billeting plan, physical exercise program, cadet attitudes, assignment of women officers to USMA, the leadership evaluation system, performance of cadets in academics, physical and military training, attrition rates, and a summary of changes stimulated by the admission of women.

The following issues are identified as potential problem areas in future years: physical standards and criteria used to evaluate female candidates, romantic relationships between cadets and their effect on authority structures, attrition of women from USMA and the Army, and the training of women.

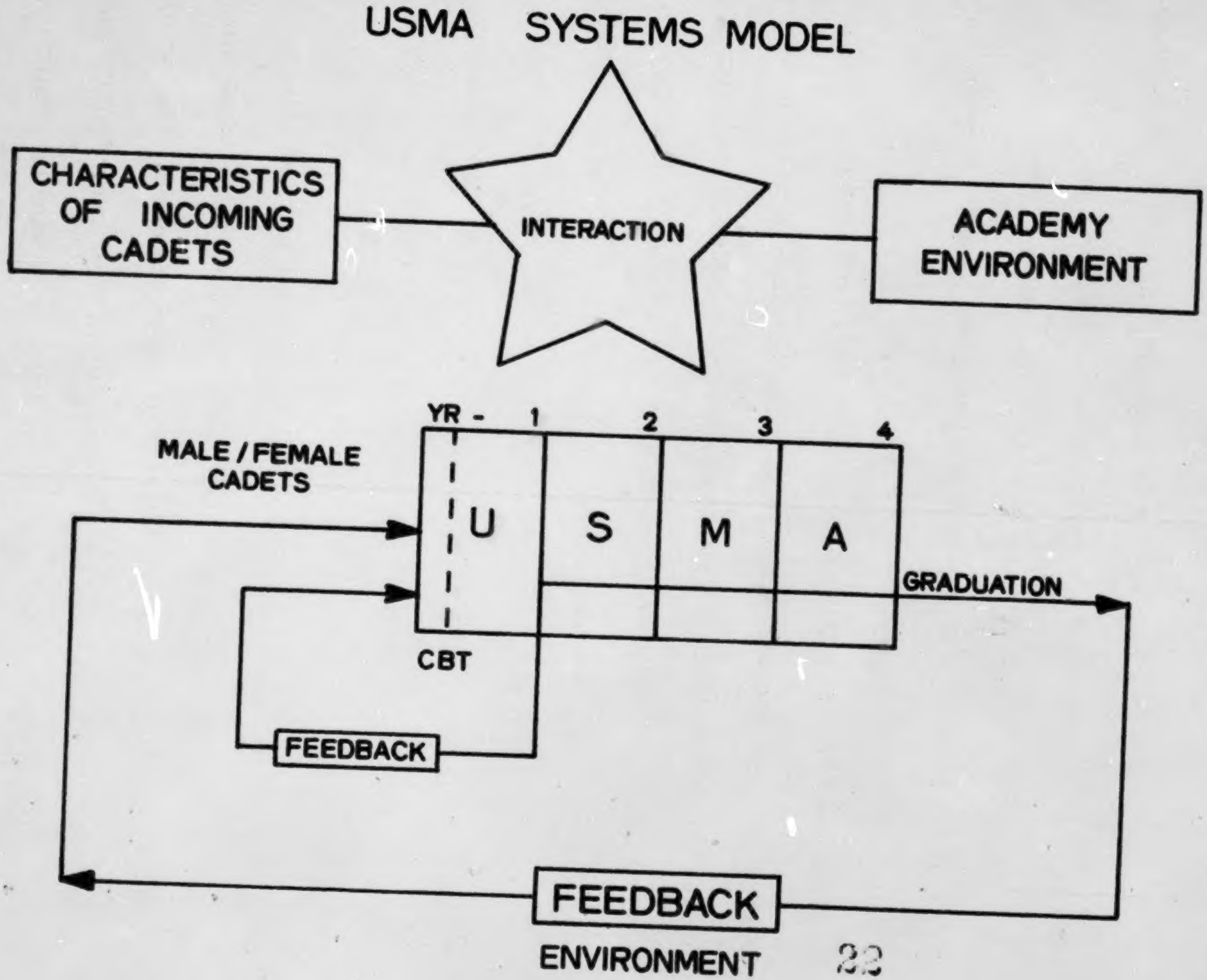
Report on the Admission of Women to the U.S. Military Academy
(Project Athena)

Introduction. The purpose of this report is to provide a comprehensive summary of the significant actions taken from the period June 1975 to June 1977 to integrate women into the U.S. Military Academy (USMA). Also included are summaries of research conducted into specific aspects of the integration process.

Research Design. In order to study this phenomenon, the researchers adopted an open-systems model as a conceptual guide to viewing the study. West Point was analyzed as an organization with inputs (incoming candidates), through-puts (activities designed to "educate, train, and motivate" cadets), and outputs (young men and women commissioned as Second Lieutenants in the Army). The model portrays USMA as part of a larger environment, to which it is responsive and upon which it is dependent. That environment not only includes the rest of the Army, but also American society at large with all of its many subgroups. (See Figure 1)

The researchers assumed that admitting women to West Point would produce an interaction between two sets of factors - those associated with the individual and those associated with the organization. The two global objectives of the research were to analyze the effect on individual cadets of entering USMA and the effect on the Academy of admitting individual female cadets.

FIGURE 1


USMA SYSTEMS MODEL
CHARACTERISTICS OF INCOMING CADETS
INTERACTION
ACADEMY ENVIRONMENT
YR - 1
2
3
4
MALE / FEMALE CADETS
U
S
M
A
GRADUATION
CBT
FEEDBACK
FEEDBACK
ENVIRONMENT

Several areas were identified a priori that would be critical to an analysis of the integration of women. These areas, include the following:

a. Individual Adjustment: How do psychological factors mediate the performance and integration of cadets into the USMA environment?

b. Attitudes: How do the attitudes of cadets toward women change over time and how do attitudes differ among subgroups in the USMA environment?

c. Social Background Characteristics: What significant sex differences on entrance characteristics exist and how do cadets compare with undergraduates at other educational institutions?

d. Individual Performance: How do women perform in comparison to men in traditional areas of cadet performance such as: academics, physical training, military training, peer evaluations, extra-curricular activities, and intercollegiate athletics?

e. Attrition: What factors affect a female cadet's decision to voluntarily resign from West Point? How are these different from male cadets?

f. Unit Performance and Leadership: What are the differences in performance and morale in units with and without women, and what is the effect of the presence of women on the leadership process?

g. Institutional Reaction: What actions did West Point take to admit women and what modifications occurred once women had been admitted?

What follows is a report organized into the following time periods: (1) Pre-Admission Phase; (2) Cadet Basic Training (CBT), and (3) Initial

Academic Year. For each of these time periods, a narrative of significant events and research findings applicable to that time period is provided.

This research effort (Project Athena) is an on-going study and in some instances results represent preliminary findings. Brief references are included in order to inform the reader of more complete individual research reports written on the topic discussed.

Part I: Pre-Admission Phase

This section documents the legislative history of the issue of admitting women to West Point, the environment which women joined in July of 1976, and the profile of the women who came to USMA compared to the men in the Class of 1980.

A. Institutional Reaction

1. USMA Position Prior to the Law: From the time of the first Congressional action taken in 1972 to open the Military Academy to women until the final passage of the bill in 1975, West Point, the Department of the Army, and the Department of Defense were opposed to that change. This opposition asserted that service academies primarily existed to develop combat leaders and that since national policy precluded women from serving in combat units, there was no place for women at the academies. West Point's negative stance can best be understood in the words of its former Superintendent, Lieutenant General William Knowlton, as he addressed the Military Personnel Subcommittee in April of 1974:

> "I therefore believe that admission of women to the Academy would seriously detract from the Academy's mission and hence, from the ability of the United States Army to insure the peace.
>
> Because of the finite physical facilities at the Academy, any admission of women would necessarily reduce the number of male graduates. So long as women were not permitted to serve in combat roles or in combat units, the effect would be to decrease the number of exceptionally qualified, Regular Army career combat officers. The existence

of other sources of commissioned officers does not militate for a contrary conclusion since the purpose for the establishment of the Academy was to provide the nucleus for the Regular Army's combat officers. The Academy has in fact provided this nucleus, and its graduates continue to provide the ethos of the Army.

If, notwithstanding the disqualification of women for combat, they were nevertheless required to meet the demands of the Academy's present, combat-oriented curriculum, I would anticipate several adverse consequences. First, although some women could no doubt meet the physical rigors demanded, I would expect the dropout rate among females to be substantially higher than for males. Indeed, even as to those women who could meet the physical demands, the very fact of being required to engage in unpleasant physical activities in order to prepare for a combat role which they will never fill could well act to increase this dropout rate. Needless to say, any increase in the dropout rate among the Corps of Cadets, in addition to adversely affecting morale, could well seriously impede the Academy's mission. Second, it could well cause women who would otherwise choose an Army career to leave the Army for civilian pursuits, with obvious detrimental effects on this branch of service. Third, and not to be discounted, certain of the training can endanger the well-being of women cadets.

In the alternative, if the Academy were required by the Court to adopt a new educational philosophy and provide a different kind of program leading to commissioning for women, the Army and the nation would, in my professional judgment, be ill-served. It would be difficult to assign only women to these programs on the basis of their sex for legal, if not for policy, reasons; and many men not now admitted to the Academy because of disqualification for combat would have a legitimate claim for admittance. This would lessen the number of males being trained for careers as combat officers and would inevitably reduce the unity, morale, and efficiency of the Corps of Cadets.

The position of those in favor of admitting women was voiced by several members of Congress, to include Congressman Dante B. Fascell of Florida. His arguments were presented to the Military Personnel Subcommittee in June of 1974, and, in part, he said the following:

> "At issue is whether we want the best qualified person admitted to our service academies, or whether we want the best qualified male. I say, we need the best qualified person.
>
> H.R. 11276 would eliminate the exemption from the prohibition of sex discrimination provisions of the Education Amendments of 1972 which now exists for the service academies. Further, it would bring those sections of the U.S. Code relating to admission requirements at each of the academies in conformance with the non-discrimination policy.
>
> The Congress has repeatedly affirmed that discrimination of any kind, including sex discrimination, is clearly wrong and a violation of basic Constitutional guarantees. The Congress and the federal government must continue the leadership role in breaking down the traditional sex barriers which still deny equal opportunities to women.
>
> The purpose of the service academies is to train highly skilled and motivated officers for the armed forces who will rise to top leadership positions in the services. There is no reason that young women should not be given the opportunity to have this education benefit and to then serve as officers in the armed forces. The myth of the weaker sex has long been disproven, and I feel certain that there are many women in this country who could easily withstand the tough physical training undergone by our Army, Navy and Air Force cadets.
>
> Until recently, women have had to pay for their own education and preparation for the armed services. Some progress has been made. The Reserve Officer

Training Corps scholarship program has recently been opened to women.

But this is not equality. Women should have the same opportunities as men for the outstanding training available at the service academies. And that means eliminating the current admission restrictions and opening up the academies to qualified women applicants.

The Department of Defense argues that the mission of the service academies is to train officers to fill combat positions, and that women are unsuited for such positions. This argument assumes, first, a need only for combat leadership which assumes a constant and perpetual state of combat -- assumptions I find inherently chilling. It also assumes that women are, somehow, not qualified for such responsibilities. The veracity of that assumption is being tested daily.

Women are increasingly proving that they are fully qualified to assume responsibilities formerly considered appropriate only for men. For example, police forces throughout the country are hiring a growing number of women. And those women are not restricted to desk jobs or "meter-maid" roles. They are trained in self-defense and criminal apprehension techniques and assigned to patrol duty just as their male counterparts.

Mr. Chairman, the nation's armed forces need the best possible personnel and leadership. Current admission policy effectively excludes half of the nation's potential officers. Not only is such a policy inequitable and discriminatory, but it is not in the best interest of our defense preparedness.

Our service academies provide an excellent--indeed the best--training ground for the future officers on whom our armed forces personnel and policy depend. We must make sure that the most capable and best qualified persons receive that training. And to make sure that happens, we must allow women applicants to compete for academy appointments."

In May of 1975, the House of Representatives voted 303 to 96 for the admission of women to the national service academies. In June of 1975, the Senate voted overwhelmingly by voice to admit women. On 7 October 1975, President Gerald Ford signed into law the Defense Appropriation Authorization Act of 1976 (Public Law 94-106) to which women's admissions to the academies had been attached as an amendment. The pertinent section of the law reads as follows:

> "...The Secretaries of the Military Departments concerned shall take such action as may be necessary and appropriate to insure that (1) female individuals shall be eligible for appointment and admission to the service academy concerned, beginning with appointment to such academy for the class beginning in calendar year 1976, and (2) the academic and other relevant standards required for appointment, (admissions) training, graduation, and commissioning of female individuals shall be the same as those required for male individuals, except for those minimum essential adjustments in such standards required because of physiological differences between male and female individuals."

2. USMA Reaction After Passage of the Law: The overall philosophy adopted by USMA to admit women might best be described as strict interpretation of the law.

The mission of the U.S. Army was viewed as to fight and win land combat. The mission of West Point was to develop top quality soldier-leaders with an emphasis on combat leadership. Taking into consideration the dictates of the law and current Army policy relating to women serving only in non-combat related positions, West Point adopted a one-track training philosophy. Under this philosophy women would share a common training experience with men, would be included in all phases of training, and would only undergo "equivalent training", or be evaluated on different standards than men, when valid evidence, based on physiological differences between the sexes, indicated a need. Academy officials considered that the combat exclusion to women could potentially be lifted over a female cadets four-years at USMA, and that even if it were not, combat training was central to any basic military education program, whether cadets would ultimately be commissioned in combat-arms branches or not. In addition, it was felt that part of the ethos, or special bond between USMA cadets, comes from undergoing a common, challenging educational and military training experience. This also dictated that men and women share a common experience.

In a letter to Academy alumni in the December '75 edition of the Assembly, the Superintendent, Lieutenant General Sidney B. Berry, outlined his personal philosophy on this issue:

> "Women are coming to West Point. Since the House and the Senate approved the legislation last spring, we at West Point have worked positively, professionally and effectively to prepare for the admission of women. We have our orders, and it is our responsibility to implement them to the best of our ability. Since June, I personally have devoted more time, thought, energy and effort to preparing West Point for the admission of women than to any

> other single matter. Our planning is now complete and has been approved by the Chief of Staff and Secretary of the Army. I am confident that our planning is sound.
>
> The mission of the Military Academy remains intact: to educate and train top quality soldier-leaders for the United States Army. The Corps of Cadets will continue to be the unified, talented group of aspirant Army officers who have distinguished the Long Gray Line for more than 173 years. Since it is the will of Congress and the President, we are welcoming women candidates as we welcome men candidates to West Point. We expect to make this change smoothly and efficiently.
>
> The law does provide for certain adjustments in some training because of physiological differences between men and women. Our basic philosophy is this: all cadets should undergo common training and education; there will be minimum necessary adjustments made for women cadets; where adjustments are appropriate, women cadets will undergo training equivalent to that of men cadets.
>
> Our business at West Point is to serve the needs of the Regular Army officer corps. There are women in that corps. If the officer preparation at the Military Academy is important for the excellence of the Army, then women officers can benefit by West Point's education and training. The process of admitting women potentially expands the pool of qualified candidates--men and women--from which we select our outstanding cadets every year. This could raise the academic standards at West Point. Men and women cadets will learn to work together professionally and objectively--a good preparation for life in the Army, and, generally in American society."

In addition to the Superintendent's philosophy, the Commandant of Cadets, Brigadier General Walter F. Ulmer, outlined policy assumptions related to the admission of women. In a January 1976 memo to commanders and directors, he wrote the following:

> "Equivalent Training can be considered when: A significant number of women cannot perform an activity due to physiological differences and it is obvious that repeated failure of the unaltered event will psychologically damage the motivated woman...
>
> and
>
> Mastery of the full scale version of the activity is not essential to the successful completion of military training...
>
> and
>
> The equivalent version provides essentially the same type of training experience as the unaltered version...
>
> and
>
> The equivalent version is considered by the trainers and by both men and women cadets as an acceptable modification."

Although USMA had prepared contingency plans years in advance for the potential admission of women, that planning was intensified in the spring of 1975. For the most part, that planning was conducted by members of the existing sections, staffs, and offices of the Military Academy. (See Inclosure 1) For a brief period of time early in the planning process an "ad-hoc coordinating committee" was formed within the Department of Tactics to facilitate the processing of information on the topic. This group was disbanded, however, prior to the admission of women--never to be reestablished.

Another characteristic of this planning phase was the frequent visits of numerous Department of the Army officials to monitor the planning stages. From 21-22 August 1975, the Deputy Chief of Staff for Personnel hosted an in-process review of USMA planning. On 10 October 1975, the Chief of Staff was briefed on preparations for women, and on 17 October, the Secretary of the Army was briefed. From 28-29 January 1976, the Deputy Chief of Staff for Personnel held a second conference on the subject.

3. Role of Research in the Planning Process: Prior to the admission of women, research plans were made for the following reasons: (1) to provide data for decision-makers to consider in making policy decisions, and (2) to publish periodic significant findings in academic journals and at academic conferences. Listed below are some of the most significant research projects undertaken prior to the admission of women:

a. Project 60: This project was designed and conducted by the Office of Physical Education, USMA, in cooperation with the Exercise Physiology Division, USARIEM. The research was designed to determine the effect of various physical exercise programs, the physical capabilities of women in comparison with men, and whether the Physical Aptitude Exam (PAE) was a valid predictor of female performance in the simulated summer training environment.

b. Project 60 A: The Department of Tactics designed and conducted this small-scale study. Its purpose was to determine if women could perform selected military training activities associated with Cadet Basic Training. In the study, a sample of young women actually performed training tasks and were evaluated on their ability.

c. Research on Psychological Differences: The Office of Military Leadership (OML) created a study group to examine psychological, sociological, and cultural differences between men and women. The focus of this study was on differences which could potentially influence performance in the USMA environment.

d. Project 211: This project was initiated by the Office of Institutional Research to assess the attitudes of cadets and faculty toward female equality, and approved by the Superintendent in July 1975. A number of questions about attitudes to women at West Point were given to all cadets during reorganization week, in August of 1975. The results of the initial survey were given to the Commandant through OML, and contributed to early planning. When Project Athena was later initiated, Project 211 was incorporated into it. The following reports were published as a result of project 211: 76-14, 76-15, 76-17, and 76-18.

e. Project Athena: The Office of Military Leadership (OML), the Office of Institutional Research (OIR), and the Army Research Institute (ARI) jointly cooperated in designing a research project to study the effect of entering USMA on female cadets in comparison with male cadets and the effect on USMA of admitting women. The project design included an examination of psychological, sociological and organizational factors. Several attitude surveys were conducted prior to the admission of women to collect baseline attitudinal data against which future results could be compared. This report is a part of this overall research initiative.

4. USMA Changes and Strategies to Admit Women:

a. Admissions Actions: On 7 October when the bill authorizing women to attend the service academies was signed into law, the Admissions Office had approximately 7,000 candidates on file, 45 of whom were women. Up to that time, the Admissions Office had not actively searched and indeed had discouraged female applicants. Following the passage of the law, however, a genuine effort was made to inform educators and to attract qualified applicants. The number of women to be admitted in the Class of 1980 (approximately 100) was decided by USMA. The number was based on: perceived Army needs--estimated at 40-45 women graduates; an assumed attrition rate of 50 percent; and the number of women perceived required to make integration viable.

USMA developed several methods in order to attract qualified women candidates. First, a letter was mailed to 18,643 high school counselors informing them of the new law. Second, the USMA Admissions Office sent a letter to approximately 2,000 women who had applied for ROTC scholarships during 1974 and 1975 to inform them that West Point was open to women. The third, and most successful action, was a search by the American College Testing Program which identified twenty-two hundred women.

As a result, 867 applicant files were started on women, 631 were nominated and examined, 148 were offered admission, 28 declined, 1 was disqualified medically and USMA finally admitted 119 women.

The Admissions Office also evaluates candidates physical aptitude. In preparing its plan for the admission of women, the Military Academy administered its Physical Aptitude Examination (PAE), one of the criteria for admission, on a trial basis to women high school and college students, women ROTC cadets, and women officers and enlisted soldiers. The PAE is a critical entrance test because it is used to predict the potential of entering candidates to successfully complete the physical aspects of USMA training. Later in this paper, we shall further discuss comments by women who were ultimately unable to complete physical training, especially runs. These women felt that the PAE test may not have been a valid predictor of their potential physical performance at USMA. The PAE consists of four parts: (1) throwing a basketball for distance; (2) a standing long jump; (3) a shuttle run between two lines for a total distance of 300 yards; and (4) pull-ups. Women were able to perform the first three events, although their scores were generally lower than men's scores have been over the years. In the pull-ups, however, few women could perform even one, and less than one tenth of 1% of those women tested could perform the six pull-ups which are considered marginal for a male candidate. An adjustment was therefore necessary to provide a discriminator to evaluate upper-body strength between weaker women and stronger women. The test selected for women candidates was the flexed-arm hang, used in the past in women's physical fitness tests throughout the Army. The flexed-arm hang consists of hanging from a bar with both hands, chin over the bar, similar to the up position of a pull-up. Candidates are timed for the number of seconds they maintain this position. Time is marked when the chin falls below the bar.

USMA had to decide what constituted a minimum acceptable overall PAE score for women. Based upon the information provided by a preliminary analysis of Project 60, and keeping with established PAE criteria (A, B, and C Zone), Table 1 presents the zones adopted for categorizing women's PAE scores.

To quote Colonel James L. Anderson, Director of Physical Education from a 1976 memo on the subject: "To admit a young woman who has a PAE score lower than 200 and require her to perform at near the same level as men who have PAE scores at least twice as high is not being fair to the woman. We are setting her up for failure. She will not be able to complete the required program; and if she is carried along, she will be more prone to the possibility of debilitating injuries."

b. Military and Physical Training in CBT: USMA's philosophy was to have women participate in all phases of training unless prior experience in similar environments or reliable physiological research indicated that women would be physically incapable of performing.

Given this philosophy, few significant changes to the existing military and physical training programs were anticipated. In fact, few adjustments were made, with the exception of the following:

(1) The M-16 rifle was substituted for the M-14 rifle as the prescribed weapon for women on reveille rifle runs. The M-16 is approximately two and one-half pounds lighter than the M-14 and was substituted in recognition of upper-body strength differences between the sexes.

(2) A program was developed, "interval training", to train

TABLE 1

PAE Score Evaluation

	Women	Men
A Zone	250 and above	450 and above
B Zone	200-249	400-449
C Zone	Below 200	Below 400

Source: Admissions Office, USMA

those new cadets separately who were unable to keep up with unit physical training.

(3) Unlike previous years, all new cadets were scheduled to wear combat boots for a break-in period prior to actually exercising in boots.

(4) During pugil stick training, women wore chest protectors and only competed against other women. (Wearing protecters was voluntary)

(5) Self-defense courses were substituted for the traditional plebe (freshman) courses in boxing and wrestling.

(6) The operating rod spring of the M-14 rifle was shortened to enable women (and other new cadets upon request) to execute "inspection-arms" with the rifle. (the hammer spring was also modified)

(7) Both men and women had posture pictures taken in bathing suits.

(8) The Commandant established a new policy that new cadets who were "doing their best" would not be separated at the end of CBT, regardless of their achievement level in physical training. If, however, a new cadet performed at such a low level as to be unprepared for academic year programs, their suitability for remaining as cadets at USMA would be individually evaluated.

c. Intercollegiate Athletics: USMA planned to integrate athletic teams for competition on the varsity, club, and intramural level. USMA decided that women would not compete with men in the following contact sports -- football, hockey, boxing, rugby, wrestling and lacrosse. The

Academy designed a sports interests survey to be administered shortly after the arrival of women to determine the interests of women with respect to competing on an intercollegiate level with women's teams from other institutions.

d. Billeting: USMA decided to billet women with men in existing cadet barracks. The organization and billeting plan permitted maximum integration of women throughout the Corps. Depending on the number of women cadets, 8 to 12 were to be assigned to each of eight companies during Cadet Basic Training. They were assigned to squads in pairs with at least four women per platoon. The women were billeted in rooms that were in close proximity to women's latrines. In addition, the plan for the academic year was to assign women to each of the first companies (A, D,G) in the 12 battalions of the Corps. (Each battalion has 3 companies). Total integration was planned to occur over a period of 3 years. The cost of constructing two laundromats, remodeling latrines and installing intramural locker facilities was estimated at less than $500,000.

e. Uniforms: Hart, Schaffner and Marx designed new women's uniforms. Care was taken to insure that women cadets would "blend" with the men during military formations. One exception to this was to design the women's full dress coat - the coat worn during the most formal parades - without tails. This was done to make the coat more stylish when worn to social affairs, and to facilitate the fit of the coat to the woman's anatomy. (Note: an implication of this decision, however, was that the absence of tails on the full-dress (FD) coat when worn with white trousers in parades served to increase the visibility of a certain portion of the female anatomy.

f. Hair Styles: USMA hair style standards stated that hair would be short and styled to facilitate feminity, comformity to the cadet uniform, and cleanliness during rigorous physical and field training. Seminars were held for cadet barbers to provide instruction on the styling of women's hair. The barber shop opened its doors to women living and working on post in order to give the barbers experience in cutting women's hair.

g. Fourth Class System and Leadership Evaluation (LES): Prior to admitting women, no significant changes were anticipated in either the Fourth Class System or the Leadership Evaluation System (LES).

h. Pregnancy: An interim policy was established on the issue of pregnancy prior to the admission of women.

i. Cadet Regulations: Few changes to cadet regulations were made to admit women but a few were adopted. At Inclosure 2, the most significant USCC regulation changes are cited.

j. Academic Programs and Branch Assignment: With the exception of substituting self-defense courses for boxing and wrestling, USMA made no changes in the sophomore academic program. Women cadets would have the same classroom instruction as men, and upon graduation receive the Bachelor of Science degree.

Cadets are ranked in "General Order of Merit" based on academic performance, physical education scores, and leadership evaluation scores. Upon graduation, cadets select the branch in which they are commissioned according to their standing in the "GOM." USMA decided that since male cadets select from among branch allocations in combat and combat support arms, while women are currently prohibited by Army policy from serving in combat, a separate selection list, based on GOM, would be used for women when they select branches in the Spring of 1980.

k. Assignment and Utilization of Women Officers: By 1975, one woman officer was in the Office of the Director of Admissions and Registrar and two women officers were on the faculty. Prior to the Class of 1980 being admitted, there were three women officers assigned to Headquarters, U.S. Corps of Cadets, one woman officer assigned to the Office of the Deputy Chief of Staff for Operations and Security, one woman officer and two civilian women as physical education instructors, and one woman officer assigned as cadet counselor with the Office of Military Leadership. Many of these women played active roles during the summer training period serving as "Special Assistants to the Tactical Officers" (SATO's). In this capacity they advised officer and cadet chains of command on questions concerning women and helped serve as role-models for all cadets. The highest ranking woman officer at USMA, upon the entrance of women, was a Major. Few women officers were in positions where they could interact with cadets on a regular basis as part of their routine duties.

B. Attitudes of Cadets and Officers

Prior to the admission of women, Project Athena began a longitudinal study of cadet, staff, and faculty attitudes toward the role of women in society, the Army, and views toward women at USMA. USMA administered the first attitude survey in August 1975 to a sample of cadets and a subsequent survey was conducted in March of 1976 to cadets and officers.

The results of the August 1975 survey were provided in a report entitled: "Cadet Attitudes Toward Women - 1975" (Priest, Report No. 4F1.00-77-015). The summary of that report reads as follows:

> "The results show that cadets have a more conservative, traditional opinion about the proper role of women than do college students in general, being about as "traditional" as an older generation of women in the general population. Like other college males, they tend to attribute certain traits and abilities to females which are not supported by facts. West Point cadets, surprisingly, tend to believe in two different types of stereotyped female: the gentle kind, and the talkative, emotional kind. Cadets believe that sex discrimination can be reduced (but never completely eliminated), but only by individual females striving for achievement, and not by group protests by females.
>
> They are generally sympathetic to the career aspirations of civilian women, who should be given the same no-nonsense criticism as males. Their beliefs on the management of women are consistent with some of the management literature.
>
> When it comes to women in the Army, however, cadets were quite negative. More than male MP's who have actually worked with women MP's, cadets had strong fears of "reverse discrimination", believe women MP's can't handle "certain" emergencies,

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> and indicate a deep distrust of the Army's ability to train its personnel properly. They do acknowledge the existence of prejudice against women in the Army, consistent with the views of some high WAC officer personnel.
>
> The men were very pessimistic about the impact of women cadets on pride and discipline: much more so than Coast Guard cadets surveyed in the previous year. On a number of policy issues, cadets took a very equalitarian stand, indicating a preference for equal treatment of males and females regarding haircuts, pushups, admission standards, long hair and other matters. In regard to traditional courtesies usually rendered to young ladies, cadets would extend many of them only to dates and not to a female cadet. Younger cadets tend to have a more traditional belief about sexual morality, but older cadets have changed their attitudes to more acceptance of casual sex.
>
> When asked what they felt about women cadets at West Point, the comments were overwhelmingly negative. Their arguments were essentially arguments advanced by West Point itself before the law was changed. About 2% expressed comments reflecting extreme prejudice.
>
> Differences among cadets in attitudes toward women's roles and women at West Point are not strongly associated with class, with leadership standing, scholastic aptitude, or physical aptitude. Personality tests given to cadets earlier did not strongly correlate with attitudes toward women, with certain exceptions. In general, older cadets were not more reactionary in their attitudes to women. On items dealing with sexual morality, however, many personality variables and personal values are implicated. There may be other specific items which involve motivations deeply rooted in the personality, which will be uncovered in further analysis. So far, however, the attitudes to women are not, apparently so deeply rooted."

Dr. Priest noted that, "cadets would need to learn more about the role of women in the modern volunteer Army through an information campaign." Dr. Priest wrote three reports entitled: "Analysis of Spontaneous Cadet Comments on the Admission of Women" (Priest and Houston, Report No. 4F1.00-76-014), "A Comparison of Faculty and Cadet Attitudes Toward Women" (Priest, Report No. 4F2.00-76-017), and "Cadets' Attitudes Toward the Admission of Women to West Point" (Priest, Report No. 4F1.00-76-018) based on the results of the March 1976 surveys of cadets and officers.

One of the reports presented a content analysis of responses to the question: "How do you feel about the admission of women?" Many cadets opposed the admission of women. Their arguments fell into the following categories: inconsistent with the combat mission of USMA, standards will be lowered, equality is impossible to achieve, status of USMA will be lowered, women should have their own academy, and some comments reflecting deep hostility and prejudice toward women in general.

Results of the staff and faculty study indicated that officers at USMA tended to hold more favorable attitudes toward women at USMA, were less traditional, and more equalitarian. These results were a surprising reversal of the tendency for older people to have more traditional views regarding sex-roles.

One instrument used to measure attitudes toward the role of women was a 25-item scale developed by Spence , Helmreich, and Stapp called the "Attitudes to Woman Scale" (AWS). The scale is designed to yield a score which indicates an orientation toward traditionalism or equalitarianism on issues related to the perceived role of women in society. Table 2 portrays these data in comparison with several other groups.

The March 1976 attitude survey indicated that there had been positive change on some items and negative change on others. Table 3 indicates, the overall climate into which women were admitted in July of 1976. As far as the cadets' attitudes were concerned, many remained predominantly negative.

West Point conducted the following activities to prepare for the admission of women: the Superintendent, Commandant and Dean scheduled periodic briefings to update cadets on the status of plans; information packets with relevant press releases were distributed to cadets; cadets participated in the conduct of research projects (60 and 60A); in March and June a sample of cadets visited Forts McClellan and Jackson; the cadet class committees were included in certain aspects of planning (cadet regulations changes, etc.); a series of lectures and group presentations on human relations, women in the Army, and human sexuality were conducted; a number of external consultants with backgrounds in the physical and behavioral sciences were invited to USMA; and USMA hosted female candidates, ROTC members, U.S. Military Academy Preparatory School (USMAPS) cadets on visits to the Academy and attempted to give male

TABLE 2

Means and Standard Deviations of the Attitude to Women Scale for Several Groups

Group	Date Tested	N	x	S.D.
USMA Faculty	March '76	236	48.83	11.64
USMA Cadets	March '76	2711	41.31	11.74
USMA Cadets - (Male) - Cl '80	July '76	980	42.32	9.93
USMA Cadets - (Female) - Cl '80	July '76	102	57.51	8.88
U. Texas - Male Students [a]	1971-72	286	44.80	12.07
U. Texas - Female Students[a]	1971-72	241	50.26	11.68
U. Texas - Fathers of Students[a]	1971-72	232	39.22	10.49
U. Texas - Mothers of Students[a]	1971-72	292	41.86	11.62

[a] Source: Spence, Helmreich, & Stapp, 1973, p. 220.

Note: The higher the score, the more equalitarian the attitude; the lower the score, the more traditional the attitude.

Source of Data: Dr. Robert Priest, Office of Institutional Research, USMA

TABLE 3

CADET AND STAFF ATTITUDE TOWARDS ADMISSION OF WOMEN AT WEST POINT

HOW DO YOU FEEL ABOUT THE ADMISSION OF WOMEN TO WEST POINT: (data in %)

	77 MARCH 1976	78 MARCH 1976	79 MARCH 1976	CADETS OVERALL MARCH 1976	STAFF & FACULTY MARCH 1976
STRONGLY POSITIVE	10	10	9	10	32
MODERATELY POSITIVE	16	18	17	17	25
SLIGHTLY POSITIVE NEUTRAL SLIGHTLY NEGATIVE	21	21	27	24	17
MODERATELY NEGATIVE	18	18	20	18	13
STRONGLY NEGATIVE	34	33	28	31	13

SOURCE: Project Athena

cadets exposure to them. (A complete fact sheet on USMA educational awareness efforts for the integration of women is provided at Inclosure 3).

The Office of Military Leadership designed and conducted an 8-hour workshop for cadets who would serve as training cadre in Cadet Basic Training. The objectives of this workshop were to:

1. Develop an organizational climate conducive to the acceptance of women cadets.

2. Impart information on expanded roles and careers for women in society and the military.

3. Identify stereotypes and increase awareness of their effect on cadet attitudes toward women.

4. Facilitate attitude change and reduction of stereotypes among male cadets. The outline of this workshop is provided at Inclosure 4.

Although fairly extensive attitudinal preparation was conducted for the Corps of Cadets, the staff and faculty were only provided occasional update briefings on the status of plans to admit women. One sub-group of the staff, those officers assigned as unit Tactical Officers, are probably the most important role models at USMA, and greatly serve to influence and shape cadets professional beliefs.

C. Entrance Characteristics of the Class of 1980

On 7 July 1976, the Class of 1980 entered West Point. A number of reports shed light on the background of this class. In a report entitled: "Differences Between Characteristics of Men and Women New Cadets Class of 1980" (Priest, Prince, Rhone, Vitters, Rept No. 1B5.14-77-010), the authors concluded the following:

> "This report shows that women cadets tend to be far below men in height, weight, and physical aptitude. (See Table 4) These inequalities are specifically allowed by the law which permitted women to enter the academies. Almost all the women, and a majority of men cadets, accept an approximately-equal-with-exceptions policy. But a large minority of men do not accept the idea; they want equal treatment with no exceptions.
>
> Women cadets tend to have achieved greater rank in high school academic subjects than men cadets. Without a "job analysis" which justified a preference for certain traits in West Point graduates, there is no logical basis for preferring physical aptitude over mental aptitude in a candidate.
>
> This report focused on the family backgrounds of cadets. Both sexes reported similar occupational distributions for their fathers. In cases where the mother worked, the women cadets reported their mothers were in relatively lower-status positions than mothers of male cadets. More of the West Point women cadets were Roman Catholics than men. There were no sex differences in the state of birth, parents' military service status, parents' income, or mother's education. Thus, there appears to be little evidence for overt forms of institutional sexism in the selection process. (See Tables 4-7)
>
> There were differences in high school background. Men participated in more sports than women, and in different types of sports. The men had more athletic scholarship opportunities. Women belonged to more high school clubs. They attended college prior to West Point in greater proportion. The men tried to enter other service academies more than the women. Many of these differences reflect different opportunities which are offered to males and females in high school. To what extent should West Point attempt to remedy

TABLE 4

Anthropometric Differences Between Men and Women

Variable	Men	Women	Percent women who exceed male standard
Height, inches[a]	70.2	65.4*	5.2
Weight, pounds[a]	159.9	130.4*	6.6
PAE, standard score units[a]	555.3	290.2*	0.0
Percent left-handed[b]	11.8	3.5*	-
National sample:			
Weight[c]	152.0	125.5*	24.8
Height[c]	69.0	64.0*	8.6

[a] Source: Houston, 1976

[b] Source: Class Characteristic Survey

[c] Source: A sample of 105 white males age 18, and 100 white females, measured by the U.S. Health Examination Survey 1966-1970

*Statistically significant difference, p .05

Source: OIR, USMA

TABLE 5

REGIONS OF THE UNITED STATES

State of Birth

Region	1960 Census %	USMA Class of 1980 Male %	USMA Class of 1980 Female %
Northeast			
New England	5.9	6.8	6.4
Mid Atlantic	19.1	21.7	21.3
North Central			
East North Central	20.2	18.2	18.5
West North Central	8.6	9.5	10.2
South			
South Atlantic	14.5	14.0	14.8
East South Central	6.7	7.0	5.6
West South Central	9.5	8.8	8.3
West			
Mountain	3.8	4.4	3.7
Pacific	11.8	9.6	11.1

Source: Table 9, pp. 1-16, 1960 Census of Population, Volume 1, Characteristics of Population.

Region	1960 Census* Under Age 5 Male %	1960 Census* Under Age 5 Female %	USMA Class of 1980 Male %	USMA Class of 1980 Female %
Northeast	22.9	22.9	28.5	27.7
North Central	29.6	29.5	27.7	28.7
South	31.5	31.6	29.8	28.7
West	16.0	15.9	14.0	14.8

*Source: 1960 Census of Population, pp. 1-159.

Source: OIR, USMA

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TABLE 6

PARENTS' MILITARY SERVICE

		PERCENT			
		Father		Mother	
		M	F	M	F
0	No service or don't know.	26.6	27.4	98.2	98.3
1.	Physical disability retirement.	2.3	2.6	0.1	0.0
2.	Non-reserve status - served 2 or more years on active duty.	6.9	7.7	0.4	0.0
3.	Served 20 years or more, retired.	13.9	11.1	0.0	0.0
4.	One tour.	36.8	35.0	1.2	1.7
5.	Now in active service.	9.2	12.8	0	0
6.	Inactive reserve, but 2+ tours.	1.8	2.6	0	0
7.	Died in combat.	0.1	0.0	0	0
8.	Now in reserves.	2.2	0.9	0.1	0.0
9.	Died in service, not in combat.	0.2	0.0	0	0

Source: OIR, USMA

TABLE 7

RELIGION

	College*	Census** of	USMA CL of 1980	
	Freshmen	Membership	Male	Female
Protestant	42%	54.5%	53.4%	47.0%
Roman Catholic	36%	36.8%	38.8%	44.4%
Jewish	4%	4.6%	1.2%	1.7%
Other and none	17%	3.9%	3.9%	6.8%
	99%	99.8%	100%	99.9%

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*Source: Gallup Opinion Index, May 1976, 130, p. 1-45.

**Census 1974 Statistical Abstract, p. 47 (1972 data).

Source: OIR, USMA

the unfortunate results of prior sex discrimination by society? Some remedial effort is obviously called for in traits which are demonstrably relevant to its training mission. If athletic competition is necessary for developing officer leaders, then West Point should take action to reduce the athletic participation gap during their four year stay. West Point's extraordinary efforts to inform women candidates about the nature of West Point should be seen in this context: a temporary expedient, performed to remedy past inequities.

In verbal ability women were better than the men cadets, but in most other abilities, such as mathematical ability, the two groups were approximately equal. They were equal in self-rated intellectual abilities, such as originality, public speaking ability, and intellectual self confidence. Such equality suggests that the highly selective USMA admission and recruiting policy was successful in establishing the intellectual equality implied by the law.

In the society at large, young men and women are socialized to have different goals and values. Unlike technological college women, West Point women, like West Point men, are high in the desire to become an authority in their field. For those tested on the ACT interest inventory both sexes have the same pattern of 6 general interest scales. In commitment to a military career, cadets of both sexes are equal. Both sexes give similar reasons as important factors in wanting to come to West Point. Both sexes tend to have equal expectancy for experiencing certain items of military training at West Point and for lack of autonomy. Both are equal on belief in internal, as opposed to external, control. Both tend to have equally positive attitudes toward exercise.

The largest differences between men and women are associated with attitudes to sex roles, marriage, childbearing, and the prospect of being in a coeducational environment. Men tend to be traditional in their ideas about the proper role of each sex in society. They consider raising a family important, and expect to have a fairly large family. The women

> are far more liberal in attitudes to the role of women, as one might expect. They indicate more emotionality at being part of West Point They do not consider raising a family as important as the men do and anticipate a smaller number of children. Demographers note a tendency for young women to postpone marriage and childbearing in recent times, but West Point women cadets are exceptional in their degree of postponement. Should West Point be concerned about the highly traditional sex role attitudes of male cadets? Perhaps it should be if it can be shown that traditional sex-role attitudes are associated with overt discrimination against women. At present, there is little evidence that men cadets who are traditional in sex-role attitudes act prejudically toward women cadets, but it is a possibility which should be carefully monitored. Such attitudes are often the result of years of thinking and observation by the individual concerned, and may not be easy to change. The percentage of male cadets in the upper classes who express extreme anti-female prejudice was about 12% before the admission of women and dropped to about 6% by Reorganization Week 1976. These results suggest that extreme anti-female prejudice can be reduced. Other evidence shows that this change is not accompanied by change in a large number of traditional sex-role attitudes."

In another report entitled: "New Cadets and Other College Freshmen Class of 1980", (Priest and Houston, Report No. 1B4.03-77-013), the following section describes women cadets:

> "Some sex differences between USMA male and female cadets may be of interest. Significantly more female cadets had mothers who had education beyond high school. More women cadets had average secondary school grades of A- or above and had been accepted by two or more colleges.
>
> In regard to reasons very important in deciding to go to college, USMA women listed three significantly more often than male cadets: gain a general

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education, prepare for graduate school and meet new and interesting people.

Male cadets tended to be more conservative in their attitudes than female cadets. Male cadets agreed more frequently that: (1) there are too many rights for criminals; (2) there should be laws prohibiting homosexual relations; (3) students appreciate college more if they pay more; (4) women's activities are best in the home; (5) college has the right to ban speakers; and (6) college officials have the right to regulate student behavior off campus. Regarding preferential treatment, women cadets believe less frequently that (1) students from disadvantaged social backgrounds should be given preferential treatment in college admissions, and (2) open admissions should be adopted by all publicly supported colleges.

Of particular interest is the interaction of sex differences and institutional effects where significant differences were found. On the question on the number of children expected, male cadets expect to have more children than male students in the national norm, while female cadets expect to have fewer children than do female students in the norm group. The parental income of male cadets is less than parental income of female cadets, while for students in the national norm parental income of male students was more than parental income of female students. Considering both sexes, parental income for cadets was more than for students in the norm groups.

The average grade in secondary school of female cadets was farther above the grade of male cadets than was the grade of female students above the male students in the national norm.

On reasons noted as very important in deciding to go to college, preparation for graduate school was more important for female cadets than male cadets, while it was less important for female than for males in the norm group.

> Regarding freshman views on the statement "Women's activities are best confined to the home," the percent of male cadets agreeing with this (40%), is farther above female cadets (5%) than the percent of male students (37%) was above female students (19%).
>
> On college expectations, more male cadets than female cadets thought they "would be satisfied with college" while fewer male students than female students in the norm groups thought this. Similarly more male cadets than female cadets thought they "would marry within a year after college," while students in the norm groups had the opposite pattern.
>
> Concerning long-run objectives, women cadets consider it more important to keep up with political affairs and influence the political structure than do male cadets while students in the norm group reverse this pattern.
>
> On self-ratings of personal traits, USMA women rated themselves above average more often than male cadets on athletic ability, mathematical ability and social self-confidence, while female students rated themselves above average less often than male students in the norm group. (See Table 8) In summary there are 18 variables which are characterized by a sex and institution interaction, alone or in combination with a simple institutional effect or a simple sex difference. For some variables, apparently as a result of selection, West Point has eliminated a sex difference that exists at other institutions. For other variables, the sex difference at other colleges is reversed representing the special characteristics of the women cadets in the Class of 1980."

D. The Environment at USMA: A Summary

Although the present study focuses on the planning for the admission of women, it is impossible to study a particular set of human events as if they had occurred in a vacuum. There were several important factors influencing

TABLE 8

Percentage of First Time Students Who Rate Themselves as Above Average on Certain Traits

Trait	USMA Male	Female	4 Year College Male	Female
Academic Ability	92	95	59	57
Leadership Ability	87	86	54	43
Athletic Ability	77	67	55	27
Popularity with Opposite Sex	51	41	38	27
Mechanical Ability	40	25	34	10
Cheerfulness	56	66	54	64
Drive to Achieve	89	94	66	66

Source: OIR, USMA

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USMP

the internal environment at USMA prior to the admission of women.

a. The Honor Scandal: On 3 and 4 March 1976, Electrical Engineering instructors gave 823 Second Classmen a take-home computer exam which was worth approximately 5 percent of their course grade. On 4 April 1976, the Department forwarded to the Cadet Honor Committee the names of 117 cadets believed to have collaborated on the assignment. On 23 August 1976, the Secretary of the Army announced a plan whereby a cadet who had cheated in EE 304 and who resigned from the Academy would be eligible for readmission after 1 year. As of 6 December 1976, 134 cadets had resigned under the provision of the plan; 49 of these cadets either had not been referred to or had not been found guilty by the officer boards which had been appointed.

The honor scandal probably had at least two significant effects on the integration of women. One was that it tended to draw some of the attention of the media and Academy officials away from the admission of women. The other, was that the scandal contributed to a widespread perception, both internal and external to USMA, that all was not well and that changes were needed. The scandal contributed to an unfreezing of the USMA environment, a perception of pain, and a genuine desire among those in authority to identify salient factors in the system which may have contributed to the occurrence of this tragic event.

b. Official Emphasis on Motivation in USMA's Program:

Although it was probably coincidental that USMA's formal mission statement changed the first year women were admitted from "to instruct and train cadets" to "educate, train, and motivate cadets," many cadets attributed this, and other changes, and subsequent command emphasis on motivation and positive leadership, to the presence of young women. The effect of this is unclear at this time, but probably represents a step away from traditional leadership techniques at USMA which were characterized by emphasis on punishment and stress to more democratic styles and techniques of training.

Summary:

1. The overall philosophy toward integrating women can best be summarized as "strict interpretation" of the dictates of the law. Women were integrated into the living areas, and minimum adjustments were made to accomodate women in physical and military training. The decision-making process was centralized, with virtually all decisions pertaining to women being made at the top of the organization by either the Commandant or Superintendent.

2. In-depth planning preceded the arrival of women cadets. USMA approved several research projects into the physiological and psychological differences between men and women, and into the attitudes held by members of the USMA community toward women in general, women in the Army, and women at USMA. Conclusions from the above research contributed heavily to the decision-making process.

3. There were probably more similarities than differences between men and women entering USMA in the Class of 1980 on the factors measured. Significant attitudinal and physical differences were found to exist, however.

4. Perhaps the biggest gap in planning for the integration of women was the emphasis in preparations on the physiological aspects of integrating women into a previously all-male environment, almost to the exclusion of preparing cadets, and officers, for the emotional and attitudinal factors which would later take on such significance.

Part II: Cadet Basic Training

The purpose of this section of the report is to document: actions taken to integrate young women into Cadet Basic Training (CBT) - the initial July - August training program new cadets experience at USMA, the performance of women (in comparison with men) in training, the attrition rate and factors related to it, the effect of training both physically and attitudinally on new cadets, and the attitudes and actual behavior of men toward women in CBT.

A. Institutional Reaction

1. Purpose and Philosophy of CBT: Cadet Basic Training has been described by one USMA Public Affairs Office fact sheet as "the most physically and emotionally demanding part of a cadet's four years at West Point." The overall mission of CBT is: (1) "to indoctrinate, motivate and equip each new cadet to be qualified to join the Corps of Cadets, and (2) to further the leadership development of each member of the new cadet detail." The official objectives of CBT are as follows:

(1) "To motivate each new cadet toward graduation from West Point and commissioning in the United States Army."

(2) "To indoctrinate each new cadet in the customs and traditions of West Point and the United States Army."

(3) "To instill self-discipline and a strong sense of duty, responsibility and honor in each new cadet."

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(4) "To train each new cadet in basic military subjects and individual soldier skills.

(5) "To develop and maintain a high state of physical conditioning in each new cadet."

(6) "To ensure that each new cadet is fully equipped and that individual equipment is properly maintained."

Although the official objectives of CBT are as cited above, the researchers noted a lack of agreement on the overall purpose of CBT in discussions and interviews with cadets and officers in CBT '76. Some cadre members saw the overall purpose of this training as to evaluate, screen, stress, and weed-out those new cadets who weren't fit. The criteria for passing CBT being to successfully endure the physical and emotional demands of tough training and of cadre induced stress. Other cadets and officers saw the primary purpose of the training as to motivate, teach, and develop new cadets within a disciplined, military environment. CBT was seen as the first step in a process of development which ultimately would lead to committed and motivated cadets. Learning to perform under stress was seen as a skill, systematically developed over a period of time. The criteria for passing CBT was from having learned high standards of professional behavior and from having overcome the stress inherent to a new environment.

As will be noted later in this report, leadership seminars were conducted in the spring of 1977 in preparation for CBT 77 which, in part, addressed this issue of purpose or of goal clarification.

2. Additions to CBT Policy: Although probably not made in response to the admission of women, USMA decided to objectively evaluate the performance of new cadets against pre-established criteria in CBT '76. Employing a "pass/fail" method, performance of new cadets was evaluated with objective feedback from training tests and subjective feedback from cadre members. Under this system, several men in the Class of 1980 were not recommended to be retained in the Corps at the end of CBT.

3. Utilization of Women Officers: In CBT '76, a new position was created in the officer chain of command. It was called Special Assistant to Tactical Officers (SATO). Four women officers were assigned to these positions, one woman officer for every two cadet companies. Their duties included being role models for male and female cadets, and assisting tactical officers in handling problems unique to women this first summer. In a CBT After-Action report, Major Mary Willis (DCSOPS) made the following observations on the SATO's position:

> "Based on the comments of the SATO's and my own observations, I recommend the SATO positions, as such, not be reinstated next year. Positions of responsibility, less authority tend to frustrate even the most experienced officer. The assignment of a woman officer as an assistant tactical officer in one company in each battalion and as an assistant S3 for CBT should provide the necessary coverage as many of the uncertainties of this past summer will have been resolved by a year's experience with women as members of the Corps of Cadets...recommend action be initiated to identify women officers for assignment as tactical officers beginning with the summer of 1978. There are sufficient numbers of women officers in Signal

> and Corps of Engineers who have or will have the experience necessary to fulfill the duties and responsibilities of this position. I understand the need to have male officers as role models as the majority of the cadets are men and oriented toward the combat arms; however, having two or three women as tactical officers of different companies for one or two years at a time would not totally divest the male cadet of the opportunity to have a male officer role model while attending the Military Academy. Another reality is that the male graduate may work for a woman officer during his initial assignment as a second lieutenant. This possibility should be dealt with while the cadet is still in the formative stage. The Army has women commanding men in combat support units; therefore, an artificial situation is not being devised."

Women officers in CBT '77 were utilized in similar roles to those recommended by Major Willis in her CBT '76 after-action report. In addition, an organizational effectiveness (OE) intervention was conducted by USMA officers to further clairfy the roles of SATO's.

B. Individual Performance

1. Physical Training: In Cadet Basic Training, all new cadets receive 69-hours of training in conditioning drills, formation running, obstacle courses, mass athletics, and athletic sweepstakes. Women performed along side men in all phases of physical training. The most pronounced adjustment made for physiological differences was that women were permitted to carry the lighter M-16 rifle during formation running. Another change to previous years' programs was to allow new cadets who could no longer run at the established unit pace, to run individually at their own pace in a developmental program

called interval training. Since this program was voluntary, few new cadets participated, choosing to stick it out with their units rather than face the possible peer sanctions against admitting weakness by engaging in a less demanding program.

Women tended to experience a greater difficulty in keeping pace during formation running than their male counterparts. By the end of the summer, over 20% of the women were reporting to remedial PT in lieu of morning reveille exercise. (See Fig. 2) Remedial PT was held for those cadets who had medical excusals from morning training. New cadets at remedial PT were either injured, fatigued, or experiencing temporary soreness. Of the women who were still running with their units by the end of the summer, close to 30% and in some cases even more, were unable to successfully complete the running events with their units. (See Table 9) Although it is difficult to assess the impact of this failure experience on the women's sense of self-esteem (or the men who experienced difficulties), it is clear that the inability to perform in this training contributed to male cadet perceptions that women did not belong in the Academy environment, and tended to reinforce their negative views.

2. Military Training and Conduct: New cadets experience a wide range of military and field training in CBT to include drill, bayonet, foot marches, weapons training, and bivouacs. In all phases of training, with the exception of those phases requiring exceptional physical stamina, women performed similarly to their male counterparts. In individual weapons training with the M-16 rifle, women fired an average score of 45 and men an

FIGURE 2

AVERAGE WEEKLY PERCENTAGE OF MEN AND WOMEN CADETS REPORTING TO RECONDITIONING IN LIEU OF MORNING REVEILLE EXERCISE

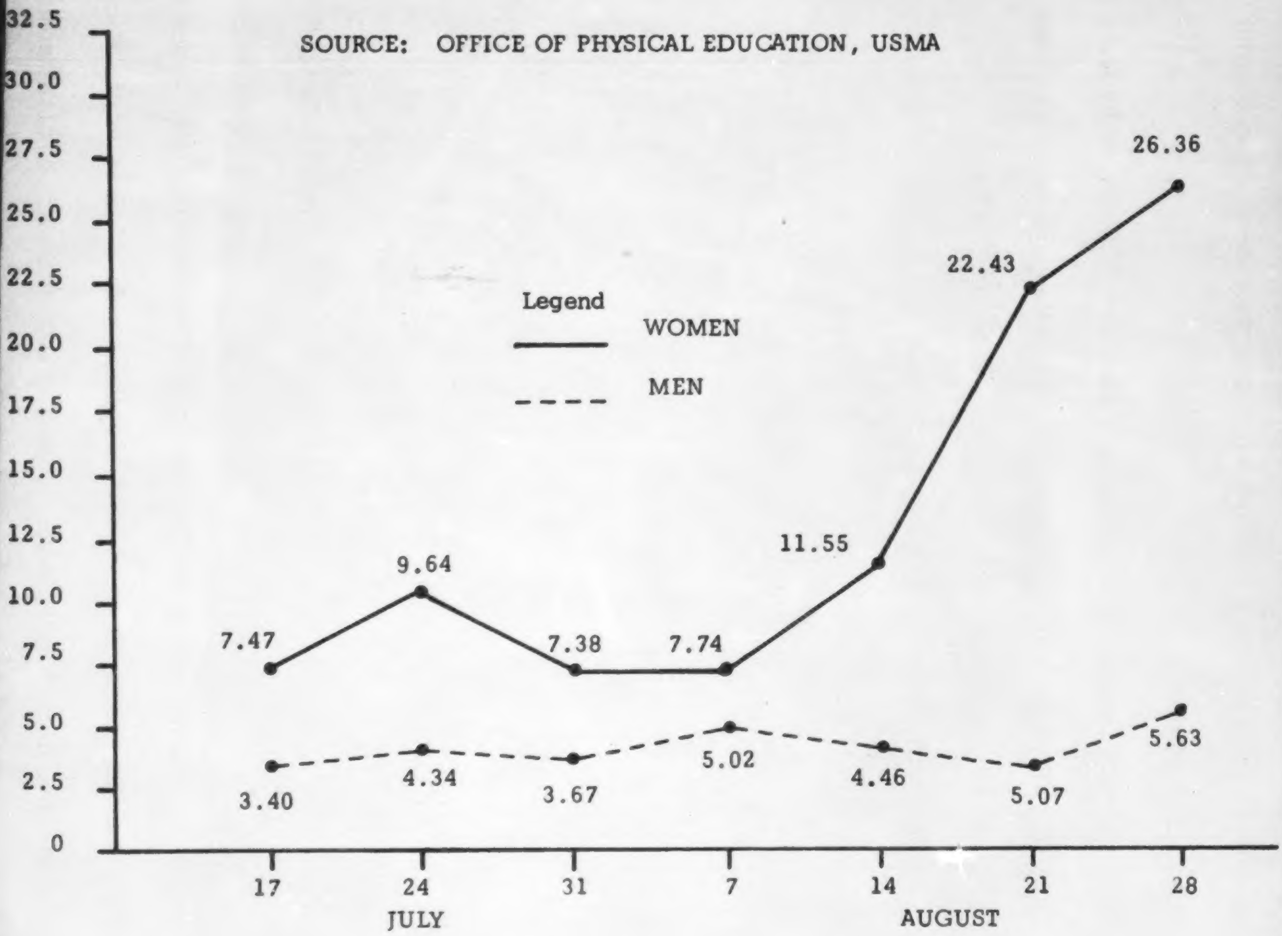


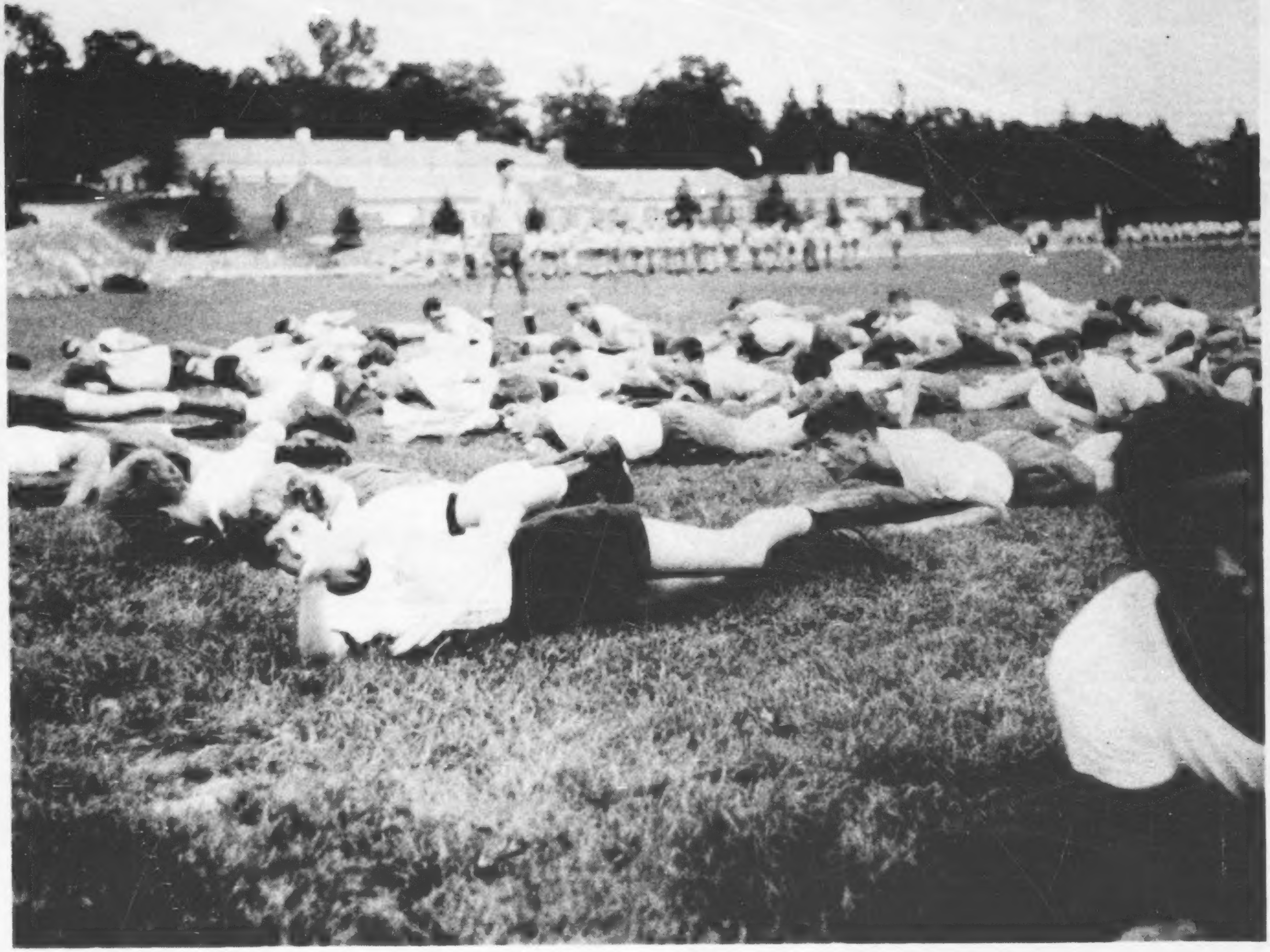
TABLE 9

RESULTS OF CBT RUNS

Date	Pace	# of Women Ran	#Women Fallouts	%Women Fallouts	#Men Fallouts	%Men Fallout
26 Jul	8/2-8:30	46	2	4.3	0	Less than 1.
27	"	22	5	22.7	0	"
28	"	34	6	17.6	1	"
29	"	37	4	10.8	0	"
30	"	40	5	12.5	0	"
31*	10/1-8:30	84	15	17.9	3	"
3 Aug	8/3-8:30	21	3	14.3	0	"
4	"	7	3	42.8	3	"
5	"	11	4	36.4	1	"
6	"	11	3	27.2	1	"
9	"	38	8	21.0	3	"
11	"	24	4	16.7	1	"
12	"	33	7	21.2	3	"
13	"	55	9	16.4	8	"
14*	30/0-8:15	75	27	36.0	21	2.0
16	8/2-8:15	59	9	15.6	3	Less than 1.
17	"	43	10	23.3	5	"
18	9/2-8:15	36	12	33.3	5	"
19	"	52	13	25.0	8	"
20	"	60	21	35.0	35	3.0
21*	30/0-8:15	72	19	26.4	6	Less than 1.
23	30/0-8:00	80	28	35.0	19	2.0
24	15/0-8:00	70	18	25.8	3	Less than 1.

* Saturday run only

SOURCE: OFFICE OF PHYSICAL EDUCATION, USMA



average of 49. Men and women received similar numbers of demerits for infractions of cadet rules and regulations. (See Table 10) The cadre reported that women tended to be neater in personal appearance, tended to learn fourth class knowledge faster, and had neater rooms.

In addition to the difficulty experienced with physical training, many women experienced difficulty with the physical aspects of military training. The most frequently cited example was difficulty completing foot marches and carrying relatively heavy weapons and field gear on tactical maneuvers.

A survey of cadets to determine which aspects of training were most and least motivational revealed that men and women tended to agree on this issue. Least popular was cadet drill and interior guard classes. (See Table 11) Interestingly, both men and women felt that bayonet training was motivating.

3. Medical Aspects of Training: There was no significant difference between the kinds or types of injuries or illnesses incurred by males or females during the summer. There was, however, an increase in total sick call visits in CBT '76 over CBT '75. (See Table 12)

The higher total variance, especially during July '76 was attributed by MEDDAC officials to higher unit referrals of women. According to a MEDDAC report, it reflected:

> "Blister rep, squad leader, cadet cadre, and officer and senior leadership"
>
> a. Over concern with underachievers' subpar performance, incompatible with,
>
> b. CBT '76 one track mission, an administrative enigma, despite:
>
> (1) Public Law 94-106 allowance for physiological differences, and

TABLE 10

NEW CADETS SERVING DISCIPLINARY TOURS*

	3d Week (15-21 Jul)	4th Week (22-28 Jul)	5th Week (29 Jul-4Aug)	6th Week (5-11 Aug)	7th Week (12-18 Aug)	TOTAL
MEN:	55 = 4.2%	81 = 6.3%	17 = 1.3%	27 = 2.2%	104 = 8.4%	284 = 4.5%
WOMEN:	6 = 5.3%	5 = 4.7%	4 = 3.8%	7 = 6.6%	13 = 12.3%	35 = 6.5%
TOTAL:	61 = 4.3%	86 = 6.1%	21 = 1.6%	34 = 2.5%	117 = 8.7%	319 = 4.6%

NOTE: Only 1 female New Cadet was required to serve a Disciplinary Tour for exceeding the demerit allowance.

* Disciplinary Tours: punishment for violations of West Point regulations and the Fourth Class System.

SOURCE: HEADQUARTERS, USCC, USMA

TABLE 11

Analysis of Training from a Motivational Perspective (by Sex)

Training

1. Honor
2. 4th Class System
3. Cadet Regulations
4. Interior Guard
5. Customs and Courtesy
6. Manual of Arms
7. M-16 Rifle
8. First Aid
9. Basic Infantry Training
10. Bayonet
11. Cadet Drill
12. Conditioning Marches

3-Most Motivating

Males (321)			Females (73)		
	Item	Frequency		Item	Frequency
*1.	Basic Infantry Training	218	*1.	Basic Infantry Training	40
*2.	M-16 Rifle	210	2.	Honor	39
3.	Bayonet	132	*3.	M-16 Rifle	35

(Bayonet was rated 5th)

3-Least Motivating

Males (321)			Females(73)		
	Item	Frequency		Item	Frequency
*1.	Interior Guard	142	*1.	Interior Guard	36
2.	Cadet Drill	106	2.	Customs and Courtesy	29
3.	Cadet Regulations	101	3.	First Aid	27

*M-F Agree on these Items

Source: Project Athena, USMA

TABLE 12

Sick Call Visits

	CBT 75		CBT 76	
MEN	(1400)	2233	(1300)	2231
WOMEN			(110)	744
TOTAL	(1400)	2233	(1410)	2975

Source: MEDDAC, USMA

(2) R-Day PAE mean scores - Men 500, Women 273- documenting stamina and fatigue differences.

MEDDAC concluded that "many women (and few men) were in fact ordered to report on Sick Call, although there was no medical problem."

Women did experience more stress fractures: 9% (10/110) compared to .9% (12/1300) for men. According to a MEDDAC report, "this 10:1 ratio reflects that women have less bone density than men and under one-track USMA 2-mile pace running, women experienced more stress fractures."

Most of the women in CBT also experienced irregularity in their menstrual cycles. In some cases, individual women failed to have menstrual flows for several months following the CBT experience. This is a strong index of the effects of a high-stress environment on the women since there is a direct hormonal link between the body's stress arousal systems and the ovaries. Prolonged high stress prevents the secretion of hormones controlling the onset of the menstrual cycle. (See Table 13)

During CBT '76 approximately 100 women cadets had blood counts taken. Comparing those blood counts with pre-CBT testing, MEDDAC found a significant difference in hematocrit or hemoglobin determinations, an indicator of iron deficiency. There was no significant difference found among male cadets tested. This finding suggested that there may have been a differential medical reaction between the sexes to the physically demanding and stressful experience of CBT. Future research at USMA is planned into this area.

Table 13

Physiological Stress Indicator

Females, Class of 1980
2 Nov 1976*

(n=96)

Frequency of Menstruation	Number of Women
0	19
1	25
2	10
3	14
4 or 5	28
	96

56% experienced 1/2 (or less) of the expected number of menstrual periods.

* Source: OPE (Sue Peterson)
MEDDAC (Dr. Pettit)

4. Leadership Evaluation System (LES): In CBT '76, a leadership evaluation rating was conducted to determine how women might be expected to be evaluated in the academic year when these evaluations take on more significance and what potential system modifications might be required. Rating results indicated that upperclassmen in the chain of command tended to rate female new cadets similarly to male new cadets. Male new cadets, however, tended to rate their female counterparts significantly lower than men. Another finding was that peer evaluations of women tended to be more highly correlated with physical performance, as measured by entrance PAE scores, than peer evaluations of men. (See Table 14) In spite of these findings, the administrators of the leadership evaluation system (LES) decided to await further data before recommending system adjustments. Impacting on their decision was the awareness of the lesser role which physical ability plays in influencing interpersonal and leadership ratings in the more academic environment of the school year.

5. Fourth Class System: Officially there were no changes in the Fourth Class System to admit women, and men and women were exposed to all the characteristics of this system together in CBT '76. This system deserves special note, however, due to its unique and significant role in the development of cadets.

Officially, the purpose of the Fourth Class System during CBT is: "to facilitate the transition from civilian to new cadet, to teach the fundamentals of cadetship, to assist in motivating the new cadet toward service

Table 14

CBT Leadership Evaluation Ratings

	Mean Scores		
	Men	Women	Both
Rating Source:			
Chain of Command	5.19	5.16[a]	5.19
Peer	0.34	-4.15[a]	0.00
Correlation of:			
PAE x LES	.33	.42	.44

a: the more equivalent the numerical mean score - the rating - the more similarly men and women were evaluated.

Source: OML, USMA (Major Ohle)

in the Army, and to initiate the military socialization process." The overall objectives of the Fourth Class System are stated as follows in the 1976 Fourth Class Systems Pamphlet:

> a. "To prepare the individual for acceptance and recognition as a member of the Corps of Cadets by teaching the customs, traditions, and heritage of the United States Military Academy and the United States Army.
> b. To initiate a strong and lasting concept of "Duty, Honor, Country" by developing responsibility, self-discipline, and pride in oneself and the military profession, and by teaching planning, organization, and utilization of time and effort.
> c. To contribute to the socialization and motivation of the individual as a member of the military profession.
> d. To provide a practical system for the efficient administration and functioning of the Corps of Cadets while providing maximum leadership opportunities for the upper three classes.
> e. To generate a controlled, stressful military environment in which those cadets who cannot function under stress or who cannot otherwise meet certain standards of the military profession are identified."

After observing and interviewing new cadets, the authors were able to identify some of the techniques used by upperclass cadets to generate a stressful environment. These included: employing non-contingent punishment, i.e. punishing new cadets for failing to do things they either didn't know were required or hadn't had adequate time to learn; punishing cadets for failure to do things they hadn't been given adequate time to perform; keeping new cadets in states of ambiguity by deliberately not explaining what was expected of them; and reliance on yelling and continued punishment "games" to get the desired response.

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Although steps have been taken to control excesses of this kind of behavior, primarily through command emphasis, an important question is raised. Although these behaviors may contribute to creating a stressful training environment, how do these same behaviors serve to develop one's overall leadership ability and are these same behaviors conducive to being an effective leader in today's Army? How that question is answered by cadets and officers at USMA will have an important bearing on the training and integration of future new cadets, as it has had on the men and women of the Class of 1980 and cadets of previous classes.

6. Lessons Learned: Some of the lessons learned in CBT '76 in training women, that have influenced planning for CBT '77, include the following:

(1) In recognition of the significant number of women who were unable, for one reason or another, to complete all phases of the essentially "one-track" physical program, and to more effectively physically develop all new cadets, modifications are planned for the conduct of physical training in CBT '77. All new cadets will take a diagnostic test early in the summer and be assigned to a PT group on the basis of their ability. Groups will then be developed at an exercise pace commensurate with their skill level at entrance.

(2) In the spring of 1977, leadership seminars were conducted to prepare officers and cadets designated to serve in CBT '77 for their roles and responsibilities.

(3) In general, policies or procedures which applied solely to women were difficult to communicate to lower organization levels. In the future, supplemental means to communicate the information should be established and additional command emphasis placed on the problem.

(4) Uniform planning proved complete, but cadets cited areas where items of clothing were not suited for the fast paced life style of new cadets. Items complained about by women were: trousers equipped without pockets and with inadequate plastic zippers; shirts designed for the male torso with excess material in the waist; mens' pajamas (with flys) issued to women; material defects in female hats, boots and berets; poorly fitting bathing suits; and complaints about the laundering of female under-garments. Many of these problems were rapidly taken care of, and during the academic year, the S-4 formed a uniform committee, with cadet members, to identify and rectify uniform complaints.

(5) Both cadets and women officers agreed that the best way to assign women officers was to rotate them into existing positions of authority and responsibility in the chain of command. This approach was favored over creating special positions, i.e. SATO's, just for women officers.

(6) As much as possible women and men should be integrated in all phases of training. The USMA experience shows that women can be billeted effectively with men and that they can both undergo common physical and military training experiences.

(7) Separating women from men in training, for whatever reason or for however long a period of time, should be kept to a minimum. There was a strong negative response to separating women for news interviews, lectures, etc.

C. Attrition

The attrition rate for women in CBT '76 (from 7 July - 28 August) was 14%. The attrition rate for men was 10%. A total of 17 of 119 women and 137 of 1366 men voluntarily resigned. The difference was not statistically significant. Table 15 compares new cadet attrition in CBT '76 with prior years.

Attrition of cadets from CBT and USMA is a complex phenomenon. Most of the voluntary attrition, however, can be explained by the interaction of both personally related factors and institutionally related factors. Considerable data have been collected to further define these factors.

Major Howard Prince, the Director of the Cadet Counseling Center, has identified factors cited by women in counseling sessions and exit interviews as reasons for resigning. (Table 16) On the average, female cadets sought counseling at a rate commensurate with men.

Tables 17 through 19 show the results of an exit interview questionnaire. Once again, men and women tended to agree on those items perceived to be most influential for deciding to stay or leave the Academy. It is interesting to note that "equal treatment at West Point" was more frequently cited as a reason for leaving USMA by women than by men. Potentially contributing to this could be the feeling that women were treated with "rigid equality," especially as related to physical training.

Another study conducted on attrition, whose results are summarized in Table 20, found that new cadets in companies which had lower overall attrition

TABLE 15

CADET 4th CLASS SUMMER ATTRITION

CLASS	Percent
1980	153/1485 = 10.3%
1980* (women only)	19/119 = 15.9%
1979	137/1433 = 9.6%
1978	127/1433 = 8.9%
1977	164/1372 = 12.0%
1976	184/1375 = 13.4%
1975	134/1339 = 10.0%
1974	124/1373 = 9.0%
1973	95/1438 = 6.6%
1972	98/1243 = 7.9%
1971	57/1054 = 5.4%
1970	56/1019 = 5.5%
1969	63/1137 = 5.5%
1968	76/991 = 7.7%
1967	68/823 = 8.3%

Resigned/# Entered = % Attrition

*Note: Women figures are included in overall Class of '80 figures.

Source: Headquarters, USCC, USMA

TABLE 16

WOMEN ATTRITION - EXIT INTERVIEW FACTORS

Based on information from counseling sessions and exit interviews, the following reasons were given for resignation by 20 women New Cadets:

		N
1.	came to please parents, unable to remain with this as sole motivation	(3)
2.	unwilling to accept status of a fourth classman, wanted to be treated special, wanted social deference due women	(1)
3.	loss of femininity, didn't want to be treated like a man, felt her efforts were not good enough and were judged against male standards	(1)
4.	dislike of regimented way of life, desire for greater personal freedom, independence, and responsibility	(16)
5.	too stressful, unable to adjust	(1)
6.	too much criticism of performance, gave maximum effort but told it wasn't good enough, unsupportive environment, no positive feedback	(6)
7.	couldn't accept field training and emphasis on preparation for combat	(3)

Of the 20 resignees to date, most had had previous college experience or still had options open to them which probably influenced to some extent their decision to resign.

(Source: Major Howard Prince, Ph.D., USMA Cadet Counseling Center)

TABLE 17

EXIT INTERVIEW QUESTIONNAIRE RESULTS - MALE CADETS (50)

STRONG INFLUENCE FOR LEAVING USMA	MEAN SCORE
*1. PLACES TO FIND PRIVACY OR TO BE ALONE	4.08
*2. CADET PRIVILEGES AND RESTRICTIONS	4.02
*3. THE DISIPLINE AND REGULATION OF CADET LIFE	3.92
4. CLOSE SUPERVISION AT USMA	3.86
5. USMA IS NOT WHAT I EXPECTED	3.86

STRONG INFLUENCE FOR STAYING AT USMA	MEAN SCORE
*1. PRESTIGE OF USMA	1.98
*2. FATHER'S OPINION OF USMA	2.12
*3. MOTHER'S OPINION OF USMA	2.20
*4. THE JOB MARKET TODAY	2.24
5. THE HONOR SYSTEM	2.32

Source: Project Athena, OML, USMA

* M-F AGREE ON THESE ITEMS

Note: The higher the mean, the more the individuals perceived these factors as reasons for leaving.

TABLE 18

EXIT INTERVIEW QUESTIONNAIRE RESULTS - FEMALE CADETS (17)

STRONG INFLUENCE FOR LEAVING USMA	MEAN SCORE
*1. THE DISCIPLINE AND REGULATION OF CADET LIFE	4.29
*2. CADET PRIVILEGES AND RESTRICTIONS	4.12
3. MILITARY TRAINING AT USMA	4.06
4. FOURTH CLASS SYSTEM	4.00
*5. PLACES TO FIND PRIVACY OR TO BE ALONE	3.88

STRONG INFLUENCE FOR STAYING AT USMA	MEAN SCORE
*1. PRESTIGE OF USMA	1.82
2. MONEY TO ATTEND COLLEGE ELSEWHERE	1.88
*3. THE JOB MARKET TODAY	2.18
*4. FATHER'S OPINION OF USMA	2.24
*5. MOTHER'S OPINION OF USMA	2.24

Source: Project Athena, OML, USMA

* M-F AGREE ON THESE ITEMS

Note: The higher the mean, the more the individuals perceived these factors as reasons for leaving.

TABLE 19

EXIT INTERVIEW QUESTIONNAIRE RESULTS - SEX DIFFERENCES

OUTCOME	MALE AVERAGE	FEMALE AVERAGE	SIGNIFICANCE LEVEL
1. CADET UNIFORMS	2.74	3.41	$p < .01$
2. MONEY TO ATTEND COLLEGE ELSEWHERE	2.52	1.88	$p < .02$
3. EQUAL TREATMENT AT WEST POINT*	2.98	3.35	$p < .05$

Source: Project Athena, OML, USMA

Note: The higher the mean, the more the individuals perceived these factors as reasons for leaving.

* Subsequent interviews on item #3 revealed that women perceived rigid "equality of treatment" in physical training as negative.

TABLE 20
CADET BASIC TRAINING LEADERSHIP CLIMATE

	Attrition Rate (in %) by Company							
	13.5	13.0	12.5	11.1	9.1	8.6	7.9	6.5
Cadet Attitudes								
SATISFACTION-(to be a cadet)	-	-	-	+	-	+	+	+
MOTIVATION-(to become an Army officer)	-	-	-	+	-	+	+	+
LEADERSHIP CLIMATE - (perception of)	-	-	+	+	-	+	+	-
SQUAD LEADER PERFORMANCE (Perception of)	-	-	+	-	+	-	+	+
Performance (women only)								
PT (frequency of fall-out of reveille runs)	-	-	-	+	+	-	+	+
Evaluation (women only)								
LES (leadership peer ratings)	-	-	-	+	+	+	-	+

CODING: +/- Median Split; Mean scores were rank-ordered and assigned a (+) or (-) value

* There were 8 companies in CBT '76/A random sample of 50 new cadets in each was employed

rates tended to have more positive attitudes toward USMA, the Army, and toward the leadership they observed. The study also found that women in units with lower attrition tended to physically perform more effectively and subsequently tended to be evaluated higher in terms of their own leadership potential (LES).

In an attempt to determine whether USMA was losing some of its most qualified candidates from voluntary attrition in CBT, an analysis was conducted to compare entrance characteristics of stayers and leavers. As results at Table 21 indicate the mean scores of stayers and leavers appear similar.

D. Physical and Attitudinal Effect of CBT

Two significant research projects were conducted at USMA to study sex differences and the effect of CBT on new cadets. Project Athena focused on psych-sociological characteristics and Project Summertime focused on physiological characteristics. Although the results of these studies are reported in their entirety in separate reports, tables at Inclosure 5 summarize the major results of these projects. In summary, the tables depict sex differences on physiological and psychological factors between cadets tested at entrance (July '76) and at the end of CBT (August '76). Data indicated that attitudinal and physical changes took place in both sexes over that period of time and that sex differences were evident both before and after the summer training period. The following general conclusions are provided:

TABLE 21

PERSONAL CHARACTERISTICS -- USMA INDICATORS OF STUDENT QUALITY

	ALL				WOMEN				MEN			
	ENTRY	(N)	DEPARTEES	(N)	ENTRY	(N)	DEPARTEES	(N)	ENTRY	(N)	DEPARTEES	(N)
WCS	5945.0	(1500)	5948.6	(153)	5761.6	(119)	5755.2	(17)	5960.8	(1381)	5972.7	(136)
CEER	599.8	(1113)	603.3	(98)	621.4	(80)	604.8	(5)	598.1	(1033)	603.2	(93)
ACEER	596.6	(388)	602.7	(55)	606.4	(30)	620.4	(12)	595.5	(349)	597.7	(43)
SAT-V	550.3	(1113)	544.0	(98)	569.3	(80)	508.0	(5)	548.8	(1033)	545.9	(93)
SAT-M	638.3	(1113)	641.9	(98)	626.5	(80)	592.0	(5)	639.2	(1033)	644.6	(93)
ACT-E	22.6	(388)	22.2	(55)	23.7	(39)	23.3	(12)	22.5	(349)	21.9	(43)
ACT-M	28.7	(388)	28.9	(55)	27.9	(39)	28.7	(12)	28.8	(349)	28.9	(43)
LPS	605.8	(1500)	601.9	(153)	594.9	(119)	593.6	(17)	606.7	(1381)	602.9	(136)
PAE	533.6	(1496)	524.6	(153)	278.2	(119)	279.4	(17)	555.7	(1377)	555.3	(136)

WCS -- Whole Candidate Score
CEER -- College Entrance Examination Scores and High School Rank Scores statistically combined
ACEER -- A composite score of ACT tests and High School Rank
SAT-V -- Scholastic Aptitude Test - Verbal
SAT-M -- Scholastic Aptitude Test - Math
ACT-E -- American College Test - English
ACT-M -- American College Test - Math
LPS -- Leadership Potential Score
PAE -- Physical Aptitude Exam

Source: Admissions Office and Project Athena, USMA

(1) Significant physical and psychological differences existed between men and women at entrance in July, 1976. Most significant were upper-body strength differences and attitudinal differences toward the role of women in society.

(2) In August, 1976, men and women continued to evidence significant differences, but not as many as existed at entrance.

(3) CBT '76 had more of an impact on psychological or attitudinal changes within individuals than upon physical changes. Both men and women appear to have changed their views on a number of the factors tested.

E. Attitudes and Conduct

As described earlier in this report, cadet attitudes toward the admission of women, prior to their entrance in July, were predominantly negative. In March of 1976, 50 percent of cadets expressed negative views toward the issue. (See Table 3, Part 1)

Attitude surveys, administered after Cadet Basic Training, concluded the following:

1. The Cadet Basic Training experience at both USMA and USAFA appears to influence cadets to have more "traditional" attitudes toward the role of women in society. (See Table 31) Research at USMA further demonstrates that squad leaders with and without women in their squads became more traditional. Squad Leaders without contact, however, tend to be more traditional than squad leaders who have contact. (Mengel, 1977)

2. Attitude surveys on the perceived role of women in society administered to the entering Class of 1980 indicated that significant differences existed between men and women. Women tended to be more equalitarian in their views and men more traditional. Table 32 depicts the scores of groups surveyed at various times on their attitudes toward women. USMA women were the most liberal of all groups tested on this measure - even in comparison with other women at the Air Force Academy.

3. In general, with the exception of the Class of 1979, cadets became less positive toward the admission of women over the time period March 1976 to August 1976. Additional attitude data suggest, however, that there was a significant decrease in the number of cadets who expressed a desire to openly manifest their hostility toward women, once women were admitted. (See Table 33)

4. A study of perceptions of treatment during CBT concluded that women, as a group, tended to experience more frequent instances of inequitable treatment. That is to say that both men and women tended to feel that women had received more preferential, as well as more harsh treatment, than had other cadets. In a research report entitled "Cadet Perceptions of Inequitable Treatment During Cadet Basic Training" (USMA Report No. 4F1. 00-77-12), Dr. Priest concluded the following:

> "There were sex differences in self-reports of discriminatory treatment due to race, ethnicity, or sex. Women report more victimization (harsher than average treatment), and also more protection (kinder than average treatment).

TABLE 31

AWS Scores for Men and Women Cadets Before and After Cadet Basic Training[a]

Sample	Pre Mean	Pre S.D.	Post Mean	Post S.D.
USMA (Class of '80)				
Males	42.32	9.93	39.70	11.16
Females	57.51	8.88	56.50	9.00
USAFA (Class of '80)				
Males	43.10	12.38	41.20*	12.43
Females	54.09	12.35	53.93	12.57
USAFA (Upperclass Cadre)				
1st BCT	43.34	10.40	39.70	13.06
2nd BCT	41.16	12.09	39.09	9.99

* $p < .05$

[a] Source: Spence, Helmreich, and Stapp, 1973 and USAFA and Project Athena, USMA

Note: the lower the score the more traditional the attitude.

TABLE 32

Comparison of AWS Scores for Males and Females at Several Institutions

Sample	Date	N	Mean	S.D.
U. of Texas	1975			
Males		248	47.16	12.78
Females		282	53.16	12.56
USMA (Cl. of '80)	1976			
Males		980	42.32	9.93
Females		102	57.51	8.88
USAFA (Cl. of '80)	1976			
Males		367	43.10	12.38
Females		42	54.09	12.35
USMA Faculty	1976			
Males		236	48.83	11.64

Source: Project Athena, OML, USMA

Note: the lower the score the more traditional the attitude.

TABLE 33

Percent Who Feel Positive About the Admission of Women

	CLASS OF		
	1977	1978	1979
March 1976	37.5% (750)	39.2% (900)	38.0% (1051)
Reorganization Week 1976 (Late August)	34.4% (657)	34.3% (818)	41.8% (981)
T-Value	1.209	2.106*	-1.74

N in parenthesis

* $P < .05$

Source: Project Athena, USMA

Psychological variables, such as the individuals' reaction to the reveille running program, or his belief in equality, moderate the sex differences found. Although psychological factors help explain individual differences in reported victimization and protection, they do not explain away the sex difference. Quite possibly women were, on occasion, treated more harshly than male cadets. On some other occasions, the evidence suggests, women were treated with greater kindness than male cadets, particularly if they experienced great difficulty in reveille running. The law which directed admission of women to the service academies made it permissible for West Point to treat women cadets differently, if the difference was linked to physiological differences between men and women. Thus, differential treatment may not be blameworthy. One might easily explain why women might have perceived legally prescribed changes in training standards as special protection, or kindness toward them. But why did women perceive being treated more harshly than male cadets? One explanation is that the cadet leaders in charge of training the detail, were frustrated by having to use two different standards in physical training of men and women. As a result, they took out their frustration on female cadets who were performing poorly in PT. If true, the detail will need more objective guidance regarding physical standards for women in order to reduce their uncertainty about how to treat women. Women cadets should be consulted in formulating CBT training policy for the future.

Another explanation for perceptions of differential treatment, both harsh and kind, may be that all new cadets who are especially visible, are likely to be noticed by the cadet cadre, and subsequently treated differently. Women, like other minorities at West Point, are especially visible; hence, their performance is more frequently noted. Frequent testing of women could cause additional stress, which would in turn result in poor performance.

Since harsh treatment is often the plight of many new cadets, it may be that such treatment varies in its application across CBT units. New cadets who experience especially high levels of harsh treatment, would have more difficulty in performing up to their full potential. Such an explanation, however, warrants additional research and analysis.

The data also shows that there is a very widespread perception among cadets that other cadets - not themselves - receive special consideration due to race, ethnicity, or sex. The extent of jealousy is truly alarming. It is clear that cadets are using different standards for reporting discrimination directed at themselves, and discrimination directed at others. Statistical analyses suggest that perceived favorable treatment for others - which we have termed jealousy in this report, is due to individual beliefs about women's roles in society, about stress, equality, military training at West Point, and his perception about the desirability of West Point. In other words, the perception that other cadets receive special treatment is largely due to the perceiver's own cognitive system. Cadets should be clearly informed of these facts to combat the pluralistic ignorance which it reveals. (See Table 34)"

TABLE 34

Percentage of Male and Female Cadets Perceiving Victimization, Protection, & Jealousy

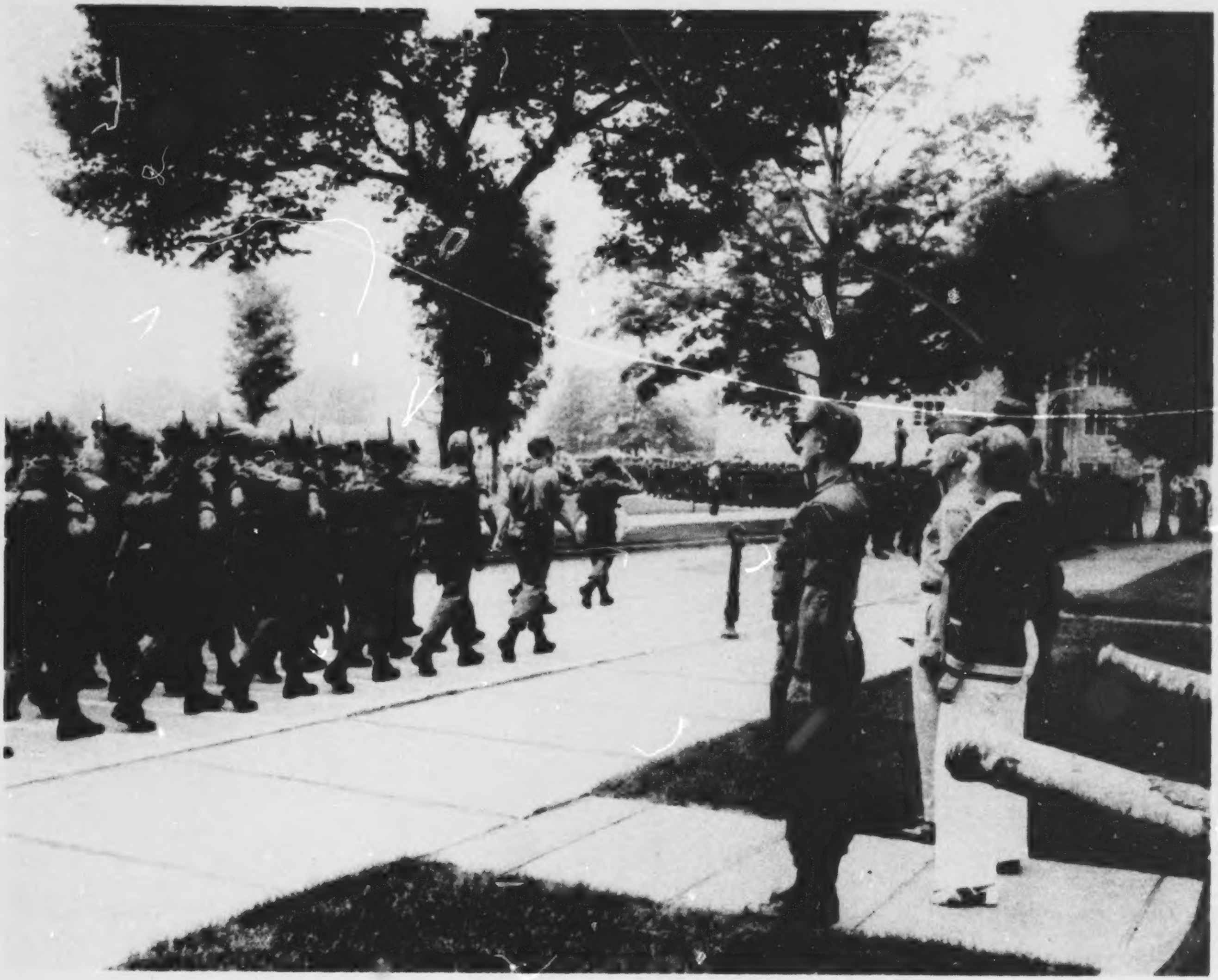
Response	Victimization[1]		Protection[2]		Jealousy[3]	
	M	F	M	F	M	F
A. No, Never	67	40	83	27	10	14
B. Maybe	13	12	12	26	9	14
C. Yes, Once or Twice	8	23	4	24	17	30
D. Yes, On Several Occasions	7	18	2	19	31	29
E. Yes, Frequently	1	7	1	4	33	14
Number of Cadets	(1071)	(90)	(1071)	(90)	(1071)	(89)

[1] "In the past six weeks, have you been treated more severely than other cadets because of your race, your ethnic background, or your sex?"

[2] "In the past six weeks, have you been treated with greater kindness than other cadets because of your race, your ethnic background or sex?"

[3] "In the past six weeks, have you observed other new cadets being treated with greater consideration or kindness because of their race, ethnic background, or sex?"

Source: Project Athena, USMA



Part III: Initial Academic Year

The purpose of this section of the report is to document: the significant actions taken to integrate women into USMA during the academic portion of the year (September-June), the performance of women (in comparison with men) in the areas of academics, conduct, leadership, and athletics, the attrition rate and factors related to it, and the attitudes and treatment expressed toward women by other cadets.

A. Institutional Reaction

1. Policies to Integrate Women: Although most policies were set prior to July, 1976, a number of policy decisions, influenced by the admission of women, were made after CBT. These included a revised policy toward billeting and a proposed pregnancy policy.

a. Revised Billeting Plan: In the spring, the Commandant, BG John C. Bard, recommended to the Superintendent, LTG Sidney Berry, that female cadets be integrated into all 36 cadet companies during the AY 77-78 time period as opposed to integrating over a three-year time frame. Under the former plan, the last twelve companies of the Corps would not have been integrated until AY 78-79. Data indicate general support among cadets for that policy change. (See Tables 35 and 36) The policy proposed was as follows:

> (1) "Class of 1980 women will be billeted in five companies per regiment (A, D, G plus two determined by each regiment). There will be approximately four class of 1980 women per company.
>
> (2) Class of 1981 women will be billeted in the remaining four companies per regiment which do not have class of '80 women. There will be 5-6 class of 1981 women per company."

TABLE 35

THE SPEED OF INTEGRATION OF WOMEN INTO ALL 36 COMPANIES

"Next year, if it is possible women should be assigned to"

		PERCENT			
	CL 78	CL 79	CL 80M	CL 80F	ALL CADETS
1. All 36 companies	58	73	66	86	66
2. Up to 24 companies	18	9	17	14	15
3. The same 12 companies as at present	24	18	17	0	19
N	(366)	(399)	(453)	(36)	(1254)
Mean	1.66	1.45_{ab}	1.51_{b}	1.13_{a}	1.53

Note: Means with a subscript in common are not significantly different at the .05 level using a modified LSD procedure overall $F = 8.05$, $p < .001$.

Source: Project Athena, USMA

TABLE 36

BILLETING ASSIGNMENT CRITERIA

"The most important consideration for assigning women cadets to companies next year"

	PERCENT				
	CL 78	CL 79	CL 80M	CL 80F	ALL CADETS
1. Maintaining solidarity, and group support among women	21	15	25	28	21
2. Integrating the Corps as rapidly as possible	79	85	75	72	79
N	352	392	465	43	1252
Mean	1.79_a	1.85_a	1.75_a	1.72_a	1.79

Note: Means with a common subscript do not differ significantly from each other at the .05 level by a modified LSD procedure. Overall $F = 4.6$ $p < .005$.

Source: Project Athena, USMA

b. Pregnancy: In January, a policy relative to pregnant cadets, and cadets determined to have caused pregnancy, was proposed. The provisions of the policy were as follows:

> (1) "Pregnant applicants or applicants with a legal obligation to support a child or children will not be permitted to enroll.
>
> (2) On and after 8 November 1976, a female cadet who is determined through self-admission or other evidence to be pregnant, or a male cadet who is determined through self-admission or court adjudication to have caused pregnancy, will be allowed to resign. Failure to resign will normally result in separation from the United States Military Academy."

2. Assignment of Women Officers to USMA: Tables 37 and 38 indicate the actual and forecasted assignment of women officers to West Point. The tables were prepared in January 1977:

B. Individual Performance

1. Academic Performance (excluding physical education): Academically, men and women appear to have performed similarly. As Table 39 depicts, prior to the start of the school year slightly higher percentages of women were enrolled in advanced courses in English and foreign languages.

As Tables 40-41 indicate, at the end of the first semester, 55 percent of the women stood in the top half of the class academically. Performance of men and women appeared similar in all cases, with the notable exception of class standing in Military Science. The exact reason for this is unclear at this time. No women were separated at the end of the first semester for inability in academics, although 4 women were put on probation.

As Tables 42-43 indicate, at the end of the year, 44 percent of the women

TABLE 37

THE ASSIGNMENT OF STAFF & FACULTY WOMEN OFFICERS

PRE (7 Jul 76)

RANK	NAME	DATE OF ASSIGNMENT	POSITION
CPT	Fry	Jul '73-Sept '76	ES&GS
CPT	Bird	Jul '75	Dept. of Foreign Lang.
MAJ	Hickerson	Aug '75	DAR
CPT	Yost	Sept '75	Asst. S3 USCC
MAJ	Willis	Jan '76	Opns. Off., DCSOPS
CPT	Rhone	Mar '76	Counselor, OML
CPT	Trollinger	Apr '76-May '77	Purchasing & Control
MAJ	Young	Apr '76	Asst. S1 USCC
LT	Doornik	May '76	Protocol/OMI
LT	Johnson	May '76	PE Instr., OPE

POST (7 Jul 76)

LT	Batjer (Navy)	Jan '77	Dept. of Soc. Sci.
CPT	Stivek	Feb '77	Dept. of Eng.
CPT	Kelly	May '77	ES&GS
LT	Moleski	May '77	DAR
LT	Van Dormolen	Aug '77	PE Instr., OPE

1st Bn., 1st Inf.

CPT	Nitka	Feb '76	XO HQ CO/AG 1st Bn.
CPT	Pennington	Oct '74-Nov '76	AG 1st Bn.

WAC DET

CPT	Trollinger	Jan '75-Apr '76	CO, WAC DET

Military Police (POST 7 Jul 76)

LT	Flammenio	Aug '76	Physical Security Platoon Leader Office of the Provost Marshal

TABLE 38

USMA WOMEN OFFICERS - GOALS/ASSIGNMENTS
CY 76 - CY 30

ASSIGNMENTS	GOALS/ASSIGNED				
	CY 76	CY 77	CY 78	CY 79	CY 80
DEAN	1/2	4/4	5	7	9
1 - Foreign Languages					
1 - Social Sciences					
*1 - Earth, Space & Graphic Sciences					
*1 - English					
COMMANDANT	2/4	3/5	3	4	4
1 - Office of Physical Education					
1 - Office of Military Leadership					
2 - S1/S3, Department of Tactics					
*1 - Office of Physical Education					
STAFF	2/6	2/4	2	2	4
2 - 1st Battalion, 1st Infantry					
1 - Protocol					
1 - Deputy Chief of Staff Operations					
**1 - Purchasing & Contracting					
**1 - Director of Admissions & Registrar					
TOTALS	5/12	9/13	10	13	17

* Summer '77 Gains
** Summer '77 Loss

Source: DCSOPS, USMA

TABLE 39

Validation and Advanced Course Enrollment - Class of 1980

Listed below are numbers of the Class of 1980 who either have validated or are enrolled in advanced Fourth Class core courses. Base figures are: Total - 1368; Men - 1266; Women - 102.

Validations

Course	Total	Men	Women
Engineering Fundamentals 101	34	33	1
Engineering Fundamentals 102	16	14	2
Environment 103	6	5	1
Foreign Lang	62	56	6

Advanced Courses

		%	%
Engineering Fundamentals 153	103	101 (07)	2 (02)
English 151	149	126 (09)	23 (22)
Environment 153	114	111 (08)	3 (03)
Foreign Lang 141	180	163 (12)	17 (16)
Foreign Lang 151	187	161 (12)	26 (25)
Math 153	144	135 (10)	9 (08)
Math 155	84	75 (05)	9 (08)

SOURCE: OFFICE OF THE DEAN, USMA

TABLE 40

FIRST SEMESTER ACADEMIC ATTAINMENTS

Class Standing by Quarters

Class Standing	Math	English	Foreign Language	Engineering Fundamentals
Top Quarter	25%	36%	39%	12%
Top Half	48%	55%	59%	43%
Bottom Half	52%	45%	41%	57%
Bottom Quarter	22%	14%	17%	30%

As of 17 January 1977

Source: Dean's Office, USMA

TABLE 41

FIRST SEMESTER ACADEMIC ATTAINMENTS

Class Standing by Quarters

Class Standing	Environmental Science	Military Science	Physical Education	GPA
Top Quarter	27%	15%	35%	30%
Top Half	53%	27%	59%	55%
Bottom Half	47%	73%	41%	45%
Bottom Quarter	26%	29%	26%	19%

As of January 1977

Source: Dean's Office, USMA

stood in the top half of the class academically. Women appeared to excel in foreign languages, but again 50 percent were in the bottom quarter in Military Science and 38 percent were in the bottom quarter in Environmental Science. The highest standing woman stood 44th in the class academically., 20 men and 2 women resigned or were separated for academic failure. 5 percent of the men and 3 percent of the women were designated as "Distinguished Cadets" for standing in the top 5 percent of the class in general order of merit. 30 percent of the men and 23 percent of the women made the Dean's List for standing in the top 30 percent of the class.

Several reasons have been offered to explain women's relatively poor performance in Military Science: (1) that in a press for time, cadets fail to adequately prepare for this lightly weighted course (in credit hours); (2) that women lack interest in the content of the course; (3) that a subtle form of self-fulfilling prophecy may be operating or (4) some combination of the above. This phenomenon is continuing to be analyzed at USMA.

2. Physical Education: At the end of the academic year, 1 cadet was separated for lack of ability in physical education.

a. Plebe Core Courses: Plebes (freshmen) are required to take core P.E. courses in boxing, wrestling, swimming, and gymnastics. As noted previously, women took classes in self-defense in lieu of boxing and wrestling. 69% of the women evaluated these classes as "above average" and "of great value" on a post-course survey. In gymnastics, men and women took classes together, but some adjustments were made:

TABLE 42

SECOND SEMESTER ACADEMIC ATTAINMENTS

Class Standing by Quarters

Class Standing	Math	English	Foreign Language	Engineering Fundamentals
Top Quarter	19%	28%	43%	11%
Top Half	50%	50%	59%	35%
Bottom Half	50%	50%	41%	65%
Bottom Quarter	13%	25%	22%	34%

As of 13 June 1977

Source: Dean's Office, USMA

TABLE 43

SECOND SEMESTER ACADEMIC ATTAINMENTS

Class Standing by Quarters

Class Standing	Environmental Science	Military Science	Physical Education	GPA
Top Quarter	13%	9%	25%	20%
Top Half	33%	33%	50%	44%
Bottom Half	67%	67%	50%	56%
Bottom Quarter	38%	50%	25%	21%

As of 13 June 1977

Source: Dean's Office, USMA

(1) the uneven parallel bars and balance beam were added.

(2) the horse vault, the shelf, and the horizontal ladder were modified on the obstacle course.

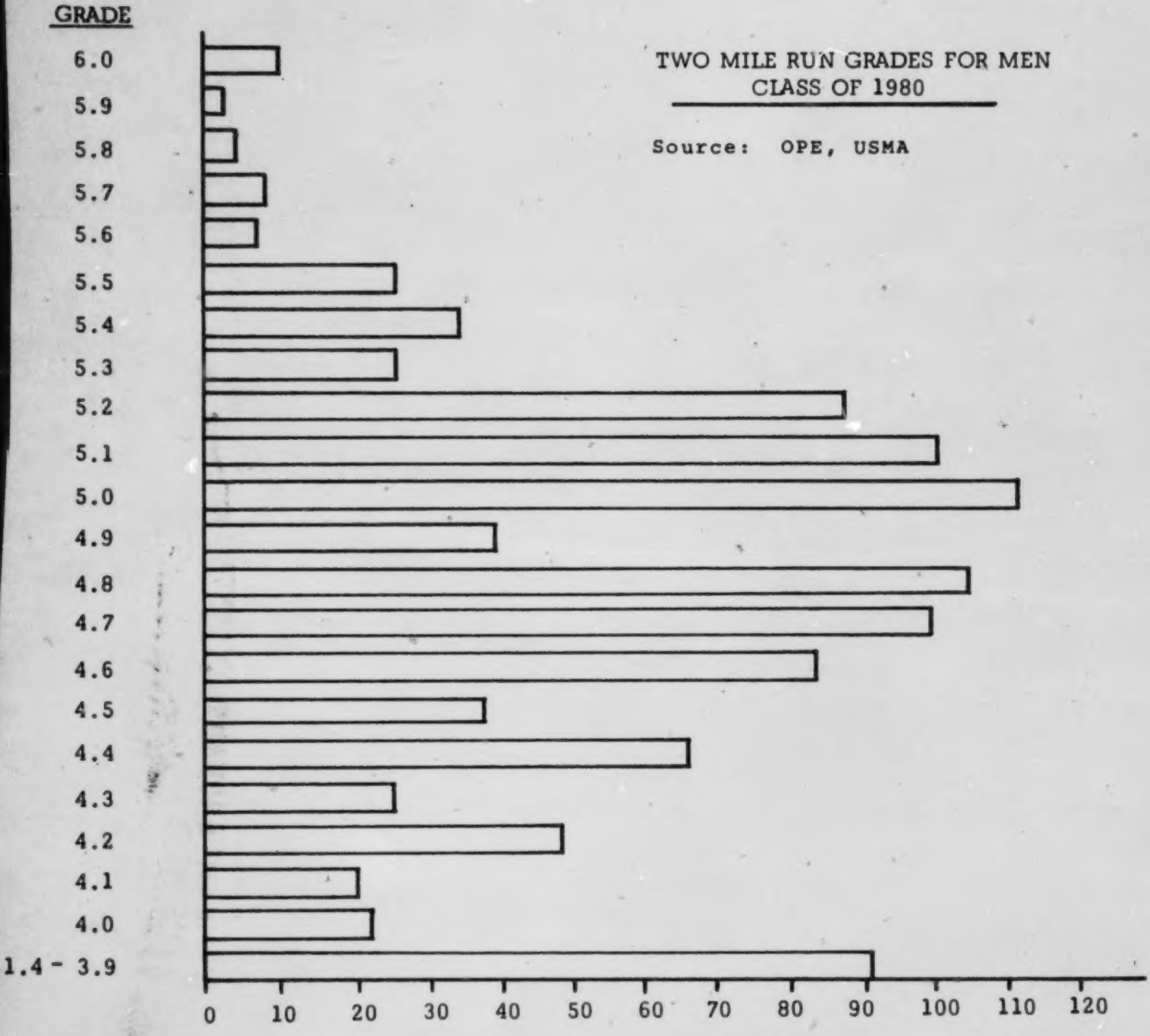
No modifications were made in swimming and women were integrated with men at all swim classification levels.

b. Physical Performance Tests. All cadets are tested on physical performance tests to include, the 2-Mile run, the obstacle course, and the physical ability test. Figures 3-6 show the grades received by men and women on the 2-mile run. Figure 5 shows the grades women would have received if they had been evaluated on the 2-Mile run against the men's grading scale.

c. Weight Control: By February, there was evidence that women were gaining weight at an accelerated rate to men. In an evaluation, the Office of Physical Education concluded: "normally a cadet loses weight during CBT and regains that weight (hopefully in the form of muscle) by March of the following year. Women cadets who lost an average of 3 pounds during the first month of CBT regained that weight by mid-November and presently weigh more now, on the average, than when they started CBT." By the spring, a number of women (and men) were voluntarily placed on diet control tables in the Mess Hall to help control weight gain.

d. Intramurals and Athletics: All cadets at USMA who do not participate in intercollegiate athletics, participate in intramurals with their cadet companies. Women participated in all fall intramural sports, with the exception of contact sports. In track, they were at a definite disadvantage in competing against men, but chose to continue in this sport when provided an

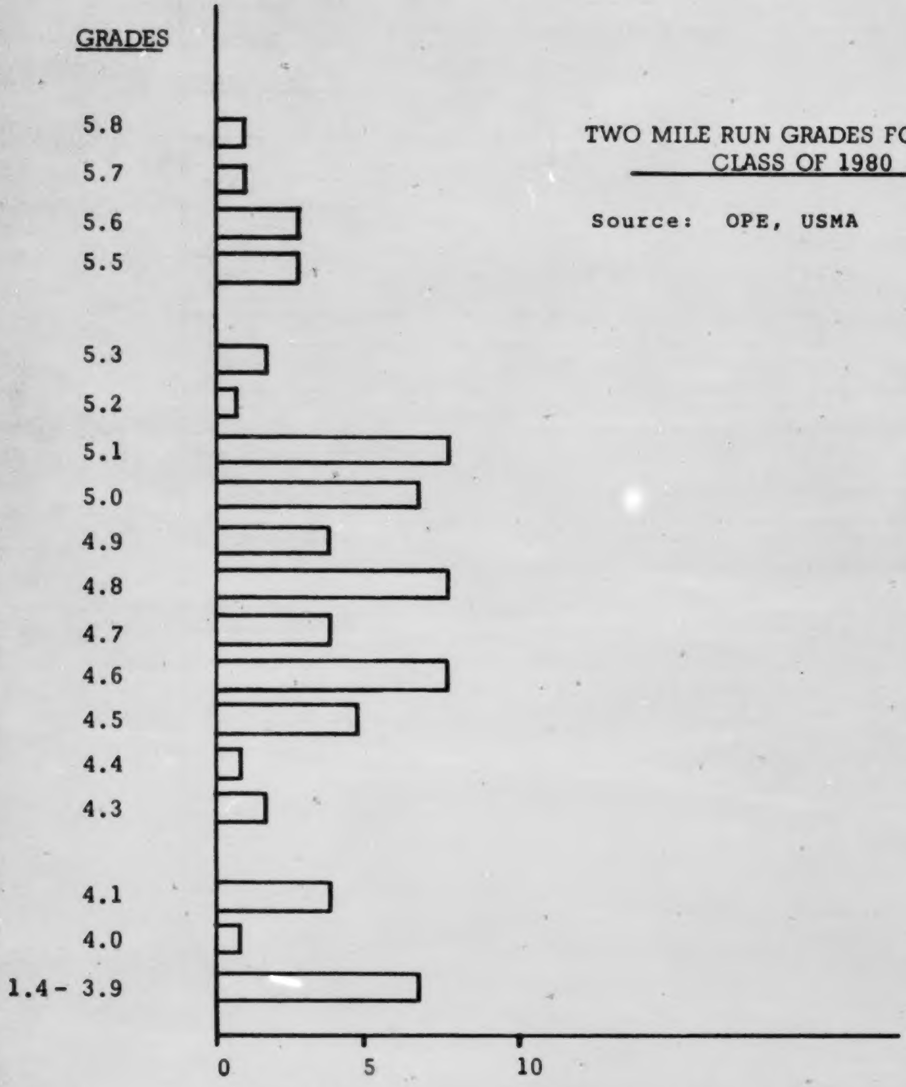
FIGURE 3



TWO MILE RUN GRADES FOR MEN
CLASS OF 1980

Source: OPE, USMA

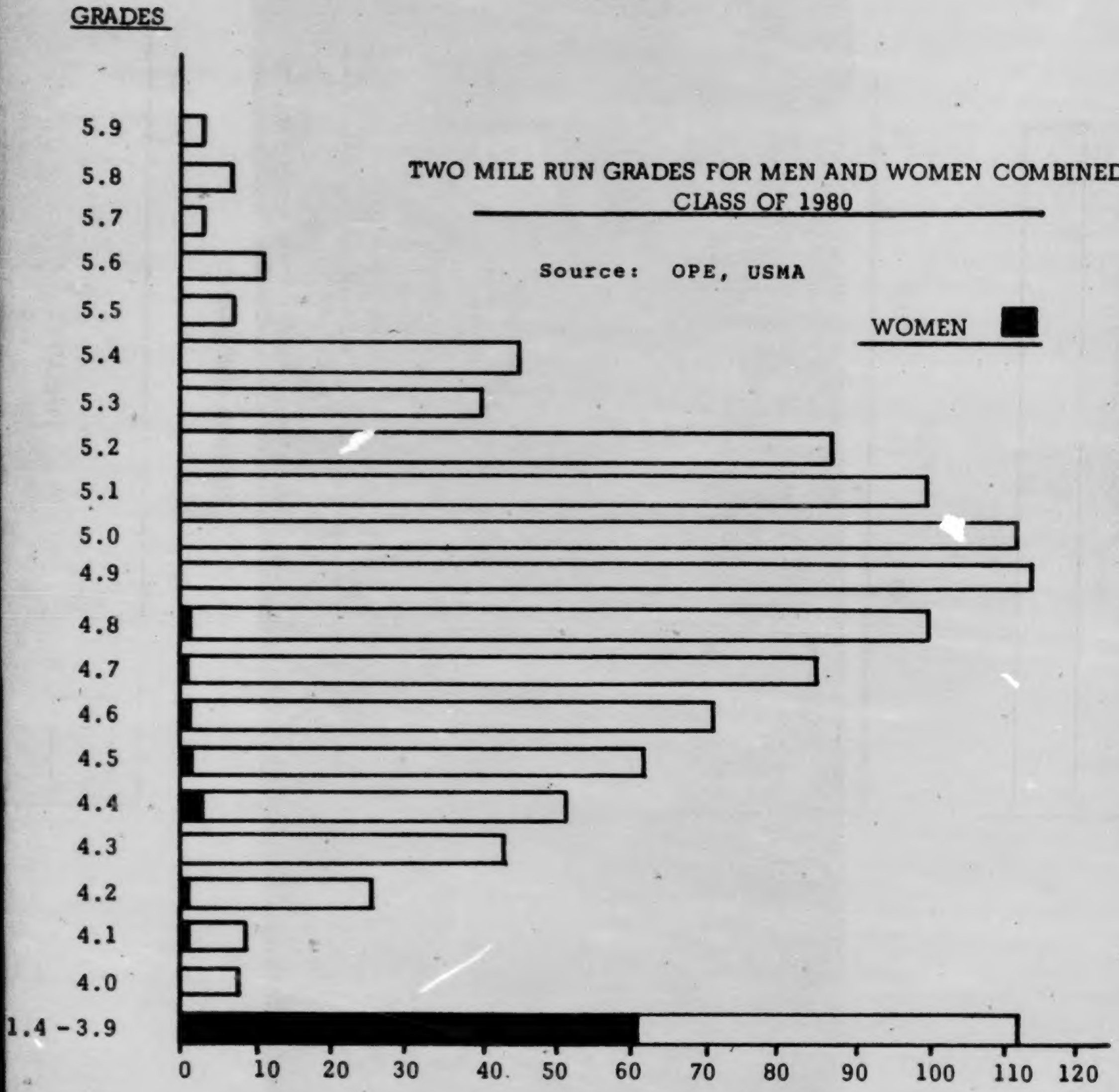
FIGURE 4



TWO MILE RUN GRADES FOR WOMEN
CLASS OF 1980

Source: OPE, USMA

FIGURE 5

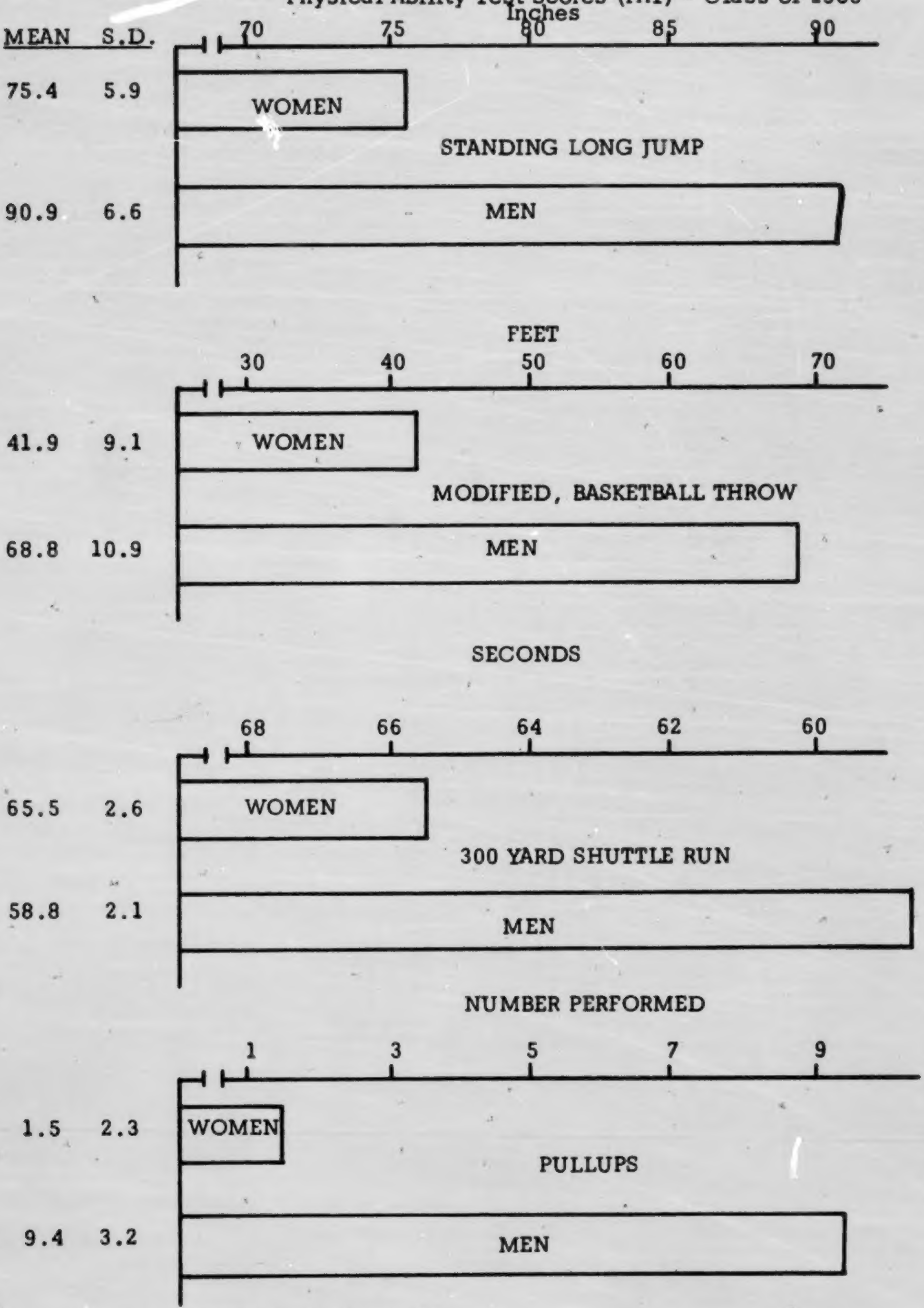


TWO MILE RUN GRADES FOR MEN AND WOMEN COMBINED
CLASS OF 1980

Source: OPE, USMA

FIGURE 6

Physical Ability Test Scores (PAT) - Class of 1980



Source: OPE, USMA

opportunity to change sports preferences. On one survey, women indicated they would rather compete in their companies than on women-only teams at battalion or regimental level. A Brigade Open was held for track which included women-only events. This was popular with female cadets and produced several women Brigade Champions. Winter intramural sports went well, with women heavily represented in swimming and volleyball.

Club teams were formed for women's basketball, gymnastics, volleyball, and softball. Women's field hockey, swimming, and tennis teams are anticipated for next year. Women's intercollegiate teams were planned for the future when club teams indicate they can be competitive at that level. During the first year, there were too few women at USMA to support any intercollegiate teams. It is expected that the women's basketball team will probably be the first intercollegiate team formed. Plans are already being made for competitive club and intercollegiate matches between each of the service academies women's teams. At Table 44 is a list of clubs and teams women participated in this first year.

The following observations were made this year on women's sports:

(1) The women's basketball team, members of which were affectionately called "sugar smacks" by the cadets, did a great deal to facilitate the acceptance of women. The team had a record of 14 wins and 5 losses and became a focal point for male cadets seeking an acceptable way to express approval toward women.

(2) Male cadets closely scrutinized the evaluation of women in all

Table 44

WOMEN IN INTRAMURALS/Club-Corps Squad

FALL 94 WOMEN	Corps Squad	Fencing	1	
		Pistol and Rifle	1	
		Swimming	2	
		Track	2	
	Clubs	Basketball	14	
		Gymnastics	11	
		Orienteering	6	
		Riding	7	
		Sailing	2	
		Triathlon	3	
	MGR	MGR	3	
	Intramurals	Flickerball	4	
		Soccer	17	
		Track	15	
		Triathlon	6	
WINTER 94 WOMEN	Corps Squad	Fencing	1	
		Pistol and Rifle	4	
		Skiing	5	--- Ski TM Ski Patrol Ski Instr.
		Swimming	1	
		Track	4	
	Club	Basketball	12	
		Gymnastics	10	
		Judo	1	
		Volleyball	10	
	MGR	MGR	5	
	Intramurals	Handball	2	
		Squash	3	
		Swimming	16	
		Volleyball	18	
		MEX	2	

Note: Corps Squad is synonymous with intercollegiate level teams.

Source: OPE, USMA

DO NOT T
ACOUST
USMA
S BASKETBALL

areas related to physical performance. They initially resented women being evaluated on separate scales in such events as the 2-Mile run and physical ability test because up until that point, with the months of planning that had been done, the Office of Physical Education had not expressed an intent to employ a two-track philosophy in evaluating women's performance. Given the research into women's physical performance preceding July, 1976, this might have been predicted, and cadets prepared for this reality months in advance.

3. Cadet Regulations and the Conduct System: In addition to USCC Regulations changes listed at Inclosure 2, one additional change was made during the academic year. Women were "required" to wear skirts to hops and dances where they had previously had the option of wearing trousers. This change was made in response to feedback that male cadets were applying sanctions to women wearing dresses to these events.

The regulation which had the most impact on the conduct system was the "dating" regulation. Under this regulation, plebe women and members of the upperclass were prohibited from dating. During the year, instances of male and female cadets being reported by other cadets for talking too long to each other, dancing together, being seen frequently together, and attending clubs together became legend. Rumors on these topics became commonplace.

Another consequence of the dating regulation was that it seemed to limit the legitimate interaction between plebe women and upperclass men. The policy requiring women to have their barracks room door open when men were present also seemed to have a similar effect. On the other hand, both these regulations helped to protect the privacy of women, and to limit unsolicited visiting on the part of male cadets.

Table 45 reports the results of an analysis into the numbers of demerits received by men and women for violating cadet regulations. The following can be concluded:

a. Men and women, by and large, seem to have performed similarly in the cadet conduct system.

b. It appears that fewer demerits were given in segregated units than in integrated units.

c. There appear to be noticeable differences across regiments on total numbers of demerits awarded to cadets in those regiments. This could potentially be due to varying philosophies on how the conduct system should be administered in those regiments. Further analysis of this data revealed even greater differences in total numbers of demerits received by cadets of different companies.

4. Fourth Class System: Outwardly, it is difficult to assess the impact of the integration of women on this system. In analyzing cadet responses to a Fourth Class Systems Questionnaire administered by the Fourth Class Systems Committee, the following conclusions were made:

a. Both men and women strongly agreed that the Fourth Class System was an essential part of USMA training, but men and women were mixed as to whether its most important function was assessment or development.

TABLE 45

Evaluation of Cadets in the Conduct/Demerit System

USCC Regiments		Mean Number of Demerits		
		Males(N)	Females(N)	Both(N)
1st	Integrated*	40 (77)	45 (21)	41 (98)
	Segregated	34 (200)		
2nd	Integrated	40 (75)	44 (22)	41 (97)
	Segregated	38 (202)		
3rd	Integrated	40 (78)	35 (22)	39 (100)
	Segregated	33 (201)		
4th	Integrated	32 (76)	33 (24)	32 (100)
	Segregated	32 (200)		
Total	Integrated	38 (306)	39 (89)	38 (395)
	Segregated	34 (805)		
	Total Overall	35 (1111)	39 (89)	35 (1200)

*Integrated: Cadet companies with women assigned, i.e. A, D, and G companies

Source: Headquarters, USCC and Project Athena, USMA

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b. Women seemed to feel the Fourth Class System was tougher than men did. 31% of the women strongly disagreed with the statement that: "Overall, the Fourth Class System is not as stressful and demanding as it should be." Only 7% of the men strongly disagreed with that statement.

c. In response to the following question: "When you had a real problem as a fourth classman, you most often went to _____ for assistance," both men and women most frequently cited their roommate, but men more than women tended to cite their squad leader. Interestingly, the unit Tactical Officer and the Cadet Counseling Center were cited in less than 3% of the cases. During the academic year, over 400 different cadets were seen at the Counseling Center, half of whom were self-referred (roughly 5% of the Corps).

d. Both men and women tended to strongly agree that:

(1) "The Fourth Class System has taught me to establish priorities and plan my time."

(2) "Performance of Fourth Class duties in my company has been satisfactory."

(3) "The Fourth Class System identifies those who cannot adapt to pressure."

e. Both men and women tended to strongly disagree that:

(1) "The Fourth Class System is not tough enough in my company."

(2) "The Fourth Class System should require plebes to be in formation at the 10-minute bell."

5. Leadership Evaluation System (LES): This system is comprised of peer, upperclass, and tactical officer input and is designed to provide feedback to cadets on other people's perceptions of their leadership potential.

It is possible for cadets to be placed on probation and potentially separated from the Academy for low evaluations in this system. LES standing is used, together with standings in academics and physical education, to determine a cadet's standing in overall general order of merit. The general order of merit is used for branch selection and since quotas exist on the number of cadets allowed to be commissioned in each branch, it is an important list.

As noted previously, in a trial LES rating in CBT '76, women tended to be rated lower than men by their peers in LES. This phenomenon continued in both first and second semester LES ratings. First semester (see Figure 7), 43 percent of the women stood in the upper-half of the class in LES. Second semester (see Figure 8), only 32 percent of the women stood in the upper-half. The highest standing woman was rated 5th in LES the first semester and 14th the second semester. No cadets were separated solely on the basis of LES standing the first year, but 35 men and 2 women were placed on probation second semester.

Tables 46 and 47 provide the results of a more detailed analysis into each of the four components of the LES system: peer ratings, upperclass peer ratings, chain of command ratings, and tactical officer rating. As can be seen, women were rated significantly lower than men by their peers (Class of 1980) and by upperclassmen in the Class of 1979 but were evaluated similarly to men by the chain of command and by tactical officers. Similar results were obtained both first and second semester.

Although LES ratings are used to provide cadets feedback, they are also

FIGURE 7

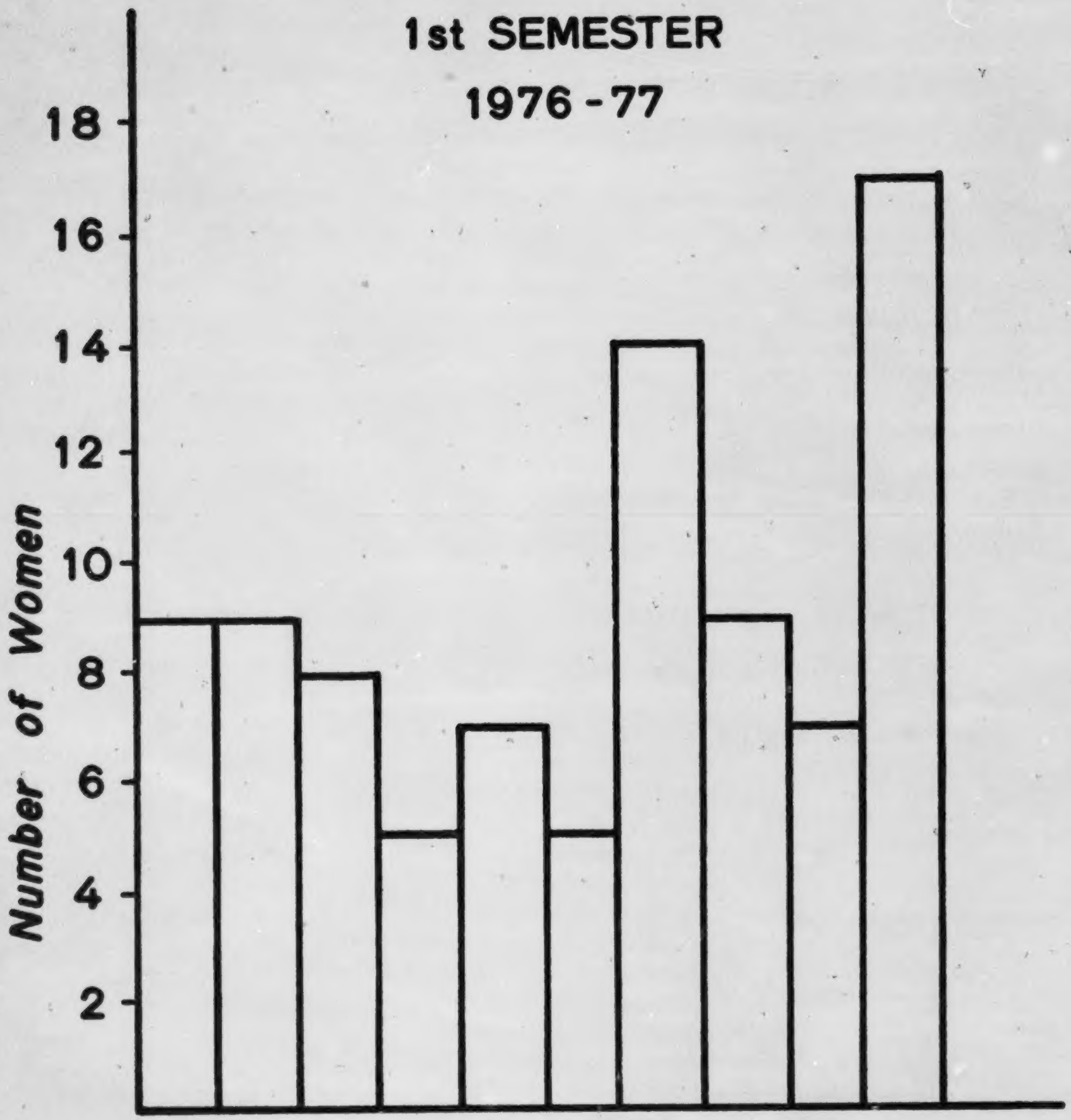

1st SEMESTER
1976-77
18
16
14
12
10
8
6
4
2
Number of Women
20%
40%
60%
80%
TOP
BOTTOM
LES ORDER OF MERIT

FIGURE 8

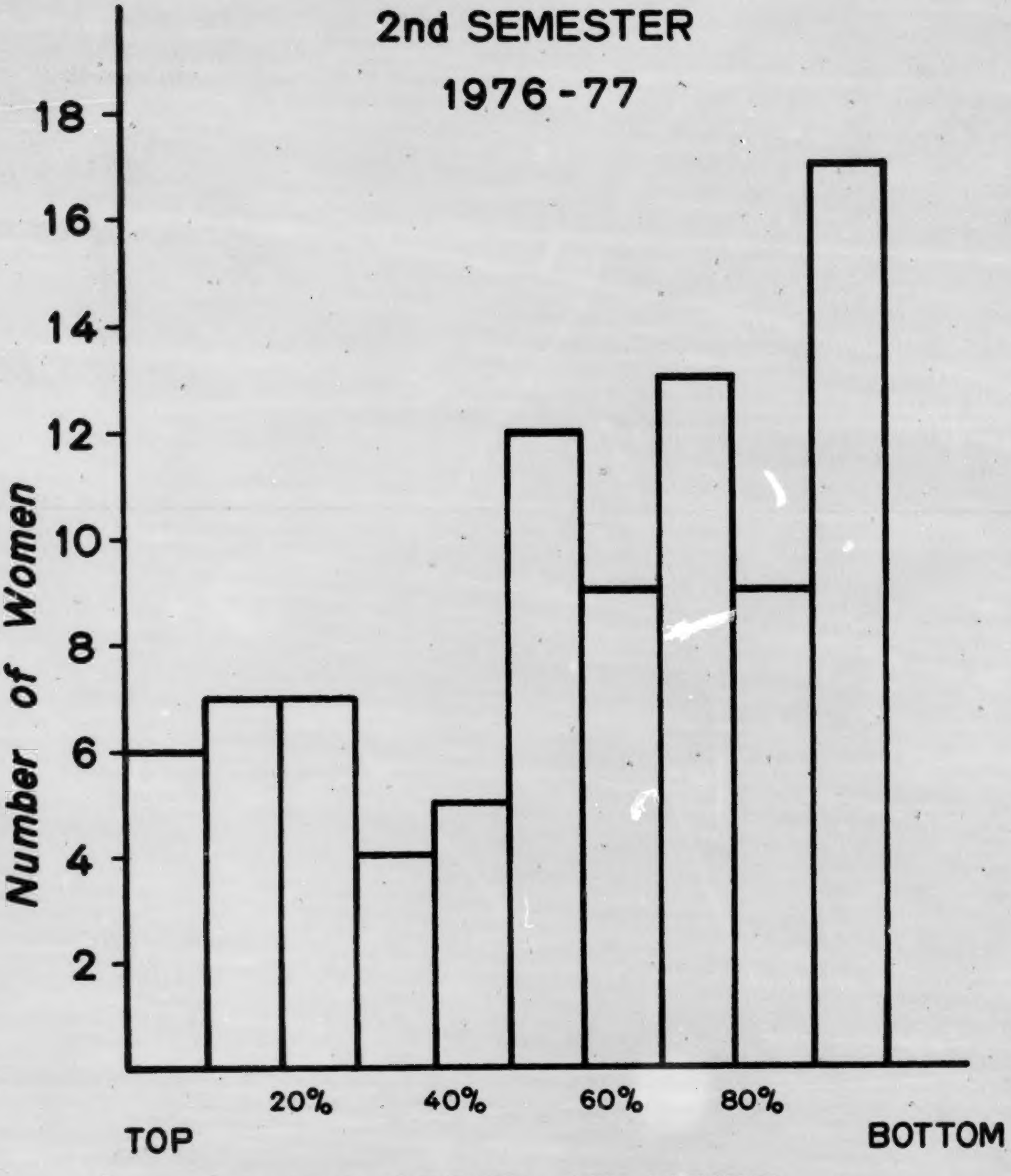

2nd SEMESTER
1976-77
18
16
14
12
10
8
6
4
2
Number of Women
20%
40%
60%
80%
TOP
BOTTOM
LES ORDER OF MERIT

TABLE 46

Leadership Evaluation System (LES) Ratings
First Semester

Component	Sex	Mean Score	Significance
Upper Peer Rating:	M	4.82	.000*
	F	4.64	
Own Peer Rating:	M	4.88	.019*
	F	4.76	
Tac Rating:	M	10.08	.820
		10.06	
C-O-C Rating:	M	5.27	.458
	F	5.29	

$p < .05$

TABLE 47

Leadership Evaluation System (LES) Ratings
Second Semester

Component	Sex	Mean Score	Significance
Upper Peer Rating:	M	4.75	.000*
	F	4.51	
Own Peer Rating:	M	4.79	.000*
	F	4.58	
Tac Rating:	M	10.10	.521
	F	10.05	
C-O-C Rating:	M	5.39	.465
	F	5.37	

$p < .05$

used in conjunction with other performance indicators to select cadets for leadership positions in the Corps. If women continue to be rated lower than men, they might be systematically excluded from leadership opportunities. Table 48 shows the number of women, and what positions they held, during Plebe-Parent Weekend, the first opportunity plebes are given to serve in leadership positions in the chain of command. It would appear that women were evenly distributed across leadership positions.

6. Cadet Extracurricular Activities: USMA research indicates that women in the Class of 1980 were more active in extracurricular clubs in high school than men in the Class of 1980. This male/female difference seems to have continued in the West Point environment.

Women cadets participated in 46 of 80 extracurricular activities at USMA. Women were especially active in class committees, athletic clubs, drama and music groups, and foreign language clubs. Table 49 shows the clubs women were attracted to this first year. There are two clubs which deserve special note:

a. Behavioral Science Club - Corbin Society: One club formed this year was the Corbin Society. Comprised mostly of upperclass men and fourth class women, the club served to promote interaction between men and women, and to stimulate awareness and academic interest in topics relating to the emerging role of women in the Army and in society. The club began with a modest enrollment of four upperclassmen and one woman. By the end of the year, close to sixty cadets participated, with about one-third of these

TABLE 48

Women in Leadership Positions - Plebe/Parent Weekend

One female cadet held each of the following positions during Plebe/Parent Weekend:

Position	Rank
Regt Adj	CPT
Regt Opns Off	CPT
Regt S4	CPT
Bn Cdr	CPT
Bn Cdr	CPT
Bn XO	CPT
A/Regt Adj	LT
Bn Adj	LT
Bn Adj	LT
Bn S3	LT
Bn S3	LT
Bn Supply Off	MSG
Co Cdr	LT

Indicated below are the number of female cadets who occupied other positions in the chain-of-command:

Position	Rank	1st Regt	2d Regt	3d Regt	4th Regt	Total
Co XO	LT	1				1
Co Tng Off	LT			1		1
Plt Ldr	LT		1		1	2
1SG	SFC				3	3
Plt Sgt	SFC	1	1			2
Sqd Ldr	SGT		2	1	3	6
Supply Sgt	SGT		2			2
Co Ath Sgt		1		1		2
		3	6	3	7	19

Source: Headquarters, USCC, USMA

TABLE 49
PARTICIPATION OF WOMEN IN
CADET EXTRACURRICULAR ACTIVITIES (78)
UNITED STATES MILITARY ACADEMY
Academic Year 1976-1977

ACADEMIC GROUP	
Aeronautics & Astronautics Club	2
Arabic Language Club	
Astronomy Club	
Behavioral Science Club	
Chinese Language Club	2
Debate Council and Forum	
Electronics Club	
Engineering Forum	
Fine Arts Forum	19
French Language Club	2
Geology Club	
German Language Club	8
Mathematics Forum	
Military Affairs Club	
Portuguese Language Club	3
Russian Language Club	2
Spanish Language Club	1
	48

COMPETITIVE ATHLETIC GROUP	
(W)Basketball Club	15
Bowling Club	
Cycling Club	
(W)Gymnastics	15
Handball Club	
Judo Club	
Karate Club	
Marathon Club	
(M)Rugby Football Club	
Sailing Club	5
Scuba Diving Club	
Team Handball Club	
Volleyball Club	8
(M)Water Polo Club	
(W)Softball Club	
	43

MILITARY SKILLS GROUP	
Mountaineering Club	
Orienteering Club	13
Pistol Club	
Riding Club	7
Rifle Club	
Skeet and Trap Club	4
Sport Parachute Club	
Triathlon Club	
	24

RECREATIONAL GROUP (3)	
Chess Club	1
Outdoor Sportsmen's Club	4
Ski Club	7
	12

RELIGIOUS PARTICIPATION GROUP	
Cadet Chapel Choir	6
Cadet Chapel Sunday School Teachers	4
Cadet Gospel Choir	3
Cardinal Newman Forum	
Catholic Chapel Choir	
Catholic Chapel Sunday School Teachers	8
Fellowship of Christian Athletes	
Jewish Chapel Choir & Sunday School Teachers	2
Protestant Discussion Group	
Other Religious Groups	
	23

SUPPORT GROUP	
Bugle Notes	
Cadet Band	5
Cadet Glee Club	
Class Committees	
Dialectic Society	1
Hop Bands	2
Hop Committees	
Howitzer	
Pipes and Drums, USCC	
Pointer	6
Rabble Rousers	6
Ring and Crest Committees	
Scoutmasters' Council	
Slum and Gravy	
Theater Support Group	6
WKDT Broadcasting Staff	
	26

* M=Men only
W=Women only

Source: CAO, USCC

being women. After several months of searching for a purpose, the cadets developed the following formal objectives:

> (1) "To inform female cadets regarding requirements, goals, and expectations required of them as cadets in the United States Military Academy, and as officers in the Regular Army.
>
> (2) To serve as a forum where constructive ideas for improvements can be discussed and then presented to the proper authority for consideration.
>
> (3) To help the integration of females into the Corps of Cadets by informing the Corps of existing problems and working towards their correction.
>
> (4) To provide pertinent information concerning what male cadets can expect of female cadets in the different aspects of Cadet life.
>
> (5) To present the women's role, as enlisted personnel and officers, in the United States Regular Army, for the future commanders from West Point."

b. Rabble Rousers: The cheerleading squad at USMA included women for the first time this year as members. When female plebes first began cheering at athletic events, it touched off a strong reaction within the Corps. Cadets contended that plebes had never been allowed the "prestige" of leading cheers at varsity events, and that women, cheering at football games in highly visible, leadership positions constituted a form of "reverse discrimination." Sentiments remained high until the leader of the Rabble Rousers sent a memo to all cadets outlining the background upon which he had based his decision to let women cheer. In fact, a precedent did exist for plebes to serve in these roles.

C. Attrition

By the start of the academic year in September, 19 women and 135 men had voluntarily resigned for attrition rates of 16 percent and 10 percent respectively. During the period September-June 1977, 169 men and 13 women voluntarily resigned to raise the total number of men to have left to 304 and the total number of women to 32. The attrition rate for men is 22 percent and for women 27 percent. The exact attrition status of male and female cadets as of 16 June 1977 is provided in Table 50.

Although women continue to resign at a slightly higher percentage rate than men, cadet counselors maintain that factors influencing the decision to resign remain the same for members of each sex. Several analyses, however, have been done to further understand factors potentially related to attrition of cadets.

In one analysis it was predicted that women who resigned might have significantly lower physical potential as measured by their entrance PAE (physical aptitude exam) scores. The analysis revealed, however, that overall PAE scores for female attriters was 281, while similar scores for women who remained was actually slightly lower at 279.

Another analysis examined the potential effect of initial CBT unit assignment on attrition, not only during CBT, but following throughout the academic year. Results suggest that plebes, both male and female, who were members of high resignation rate units in CBT tend to resign at higher rates than classmates of low resignation rate CBT units. (See Figure 9) Future research into

Table 50

Attrition Factors - Class of 1980 (as of 16 June 1971)

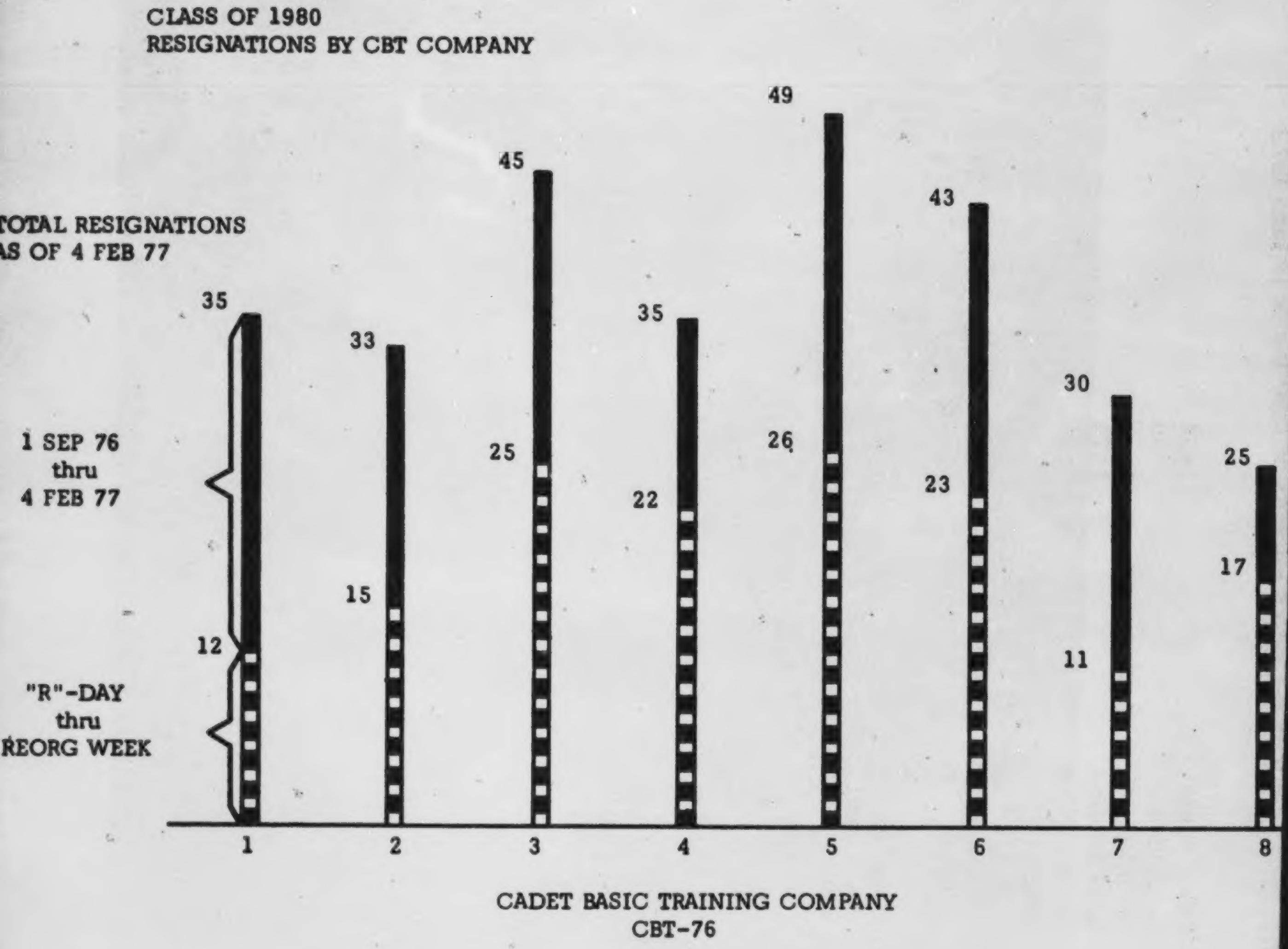
New Cadets	1484
Turnbacks	30
Re-Entry - New Appointments	1
Total Entered	1515

Resigned	Total	Men	Women
CBT (September)	154	135	19
Academic Year	182	169	13
Total	336	304	32
Separations			
Academic	21	19	2
PE	0	0	0
Academic and PE	0	0	0
Medical	2	2	0
Military Training	1	1	0
Total	24	22	2
Turned Back			
Academic	14	14	0
Medical	1	1	0
Conduct	1	1	0
Military Training	0	0	0
Total	16	16	0
Deceased			
Accidental	1	1	0
Natural	1	1	0
Total	2	2	0

Attrition to date (23 Jun '77) - 378

Source: Headquarters, USCC

FIGURE 9



Source: Headquarters, USCC and Project Athena, USMA this area might prove of potential use.

D. Attitudes and Conduct

In April 1977, USMA conducted a survey to assess attitude change among cadets toward the integration of women. Tables 51 through 55 show the results of that analysis. Interpretation of the data reveal the following:

1. Table 51 shows that fewer cadets in the upper classes feel positive about the admission of women to USMA, in comparison to the August (Reorganization Week) survey. Women, of course, feel positive about it. Men in the Class of 1980 are more positive than upperclassmen, but the clear majority do not feel positive about the admission of women.

2. Table 52 shows that male cadets in every class report changing their own attitudes toward the admission of women (over the last five months) in a negative direction. A few are more favorable than before, but the majority say they are more unfavorable. These results are consistent with the results of Table 51.

3. Table 53 shows that the sex-role attitudes of male cadets are more traditional than those of male officers, or male enlisted personnel in the Army as a whole. The differences are huge: about two-thirds of USMA cadets would rank as more traditional than the most traditional one-third of the officers, for example. Upperclassmen in companies with women were less sex-role traditional than upperclassmen in companies without women. Among plebe men, however, a trend in the opposite direction was observed (the latter trend was not, however, statistically significant). Men in the

TABLE 51

Percent Who Feel Positive About The Admission of Women (Updated)

	Class of			
	1978	1979	1980 M	F
March 1976[a]	39.2%	38.0%	-	-
	(900)	(1051)		
Late August 1976[a]	34.3%	41.8%	-	-
	(818)	(981)		
April 1977	24.8%	22.9%	30.9%	88.6%
	(742)	(822)	(942)	(79)
t value	-4.14*	-8.67*	-	-

*$p < .001$

Note: Comparing men in the Class of 1980 with upperclassmen, the former are significantly more positive.

[a] Source: R. Priest "Changes in the Attitudes of Upperclass Cadets Toward the Admission of Women." Memorandum, 9 November 1976.

TABLE 52

Percent Reporting Changing Their Attitude To the Admission of Women

Class of	Change Reported	Time Frame		
		Sept 75[a] to March 76	June 76[a] to August 76	Sept 76 to April 77
1978	More favorable	41%	33%	15%
	No change	29	40	34
	Less favorable	30	26	51
1979	More favorable	35	34	13
	No change	34	38	32
	Less favorable	31	27	55
1980	More favorable	-	-	21
	No change	-	-	35
	Less favorable	-	-	43

[a] Source: R. Priest "Changes in the Attitudes of Upperclass Cadets Toward the Admission of Women." Memorandum, 9 Nov 1976.

Source: Project Athena, USMA

TABLE 53

Sex-Role Attitudes of Cadets and Army Personnel

Group		N	$\bar{X}$	σ
Men, Cl. '80 -	In companies with women.	250	-2.46	2.21
	In companies without women.	633	-2.28	2.03
Men, Cl. '78 & 79	In companies with women.	481	-2.40	2.04
	In companies without women.	932	-2.64[a]	2.11
Commissioned officers, army-wide sample, Nov-Dec 1975[b]		2113	-0.07	2.87
Warrant officers, army-wide sample		396	-0.15	2.98
Enlisted personnel, army-wide sample		3331	0.01	2.86
Women in the army, army-wide sample		366	+2.08	2.50

[a] Difference between companies with and without women is statistically significant: $t = -2.07$, $p < .05$.

[b] Source: J. Savell and J. Woefel, Army Research Institute paper, 1977. Negative scores indicate more traditional sex-role concepts.

Class of 1980 were significantly less sex-role traditional than upperclassmen.

4. Table 54 shows the frequency with which cadets reported instances of being treated "more severely" or "more kindly" than other cadets because of race, ethnicity or sex. As noted in a previous report, women reported more instances of discriminatory treatment than men, both positive and negative. In the April data, the women report more discriminatory treatment than they did at the end of CBT.

5. Table 55 shows the perceived level of company cohesiveness. Men and women plebes perceived a moderately high level of cohesiveness in their companies. On a scale ranging between 5 and 25, the Class of 1980 had a mean cohesiveness of 17.7. Mean perceived levels of cohesiveness were significantly lower in the two upper classes. All the cadets perceived much lower cohesiveness in their unit than several industrial groups studied by Stogdill, including the engineering executive group shown in the table. Men in companies with women reported lower company cohesiveness than men in companies without women, but the differences were statistically significant only for the plebe men.

From discussions and interviews with male and female cadets of all classes, several reasons have been advanced to explain this apparent shift toward more negative views. Among the reasons cited by cadets are the following: (1) a persisting belief that women do not belong in military academies; (2) a pervasive awareness that the academy's top leadership originally opposed the admission of women; (3) a perception that USMA officials

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TABLE 54

Perceived Discriminatory Treatment in the Class of 1980

	Treated More Severely			
	Sept 1976		April 1977	
	M	F	M	F
No, never	67	40	61	5
Maybe	13	12	17	9
Yes, once or twice	8	23	10	19
Yes, on several occasions	7	18	8	39
Yes, frequently	1	7	5	28[a]
		90		77
	Treated More Kindly			
No, never	83	27	76	15
Maybe	12	26	15	17
Yes, once or twice	4	24	6	42
Yes, on several occasions	2	19	2	20
Yes, frequently	1	4	0	6[b]

[a] The women report a significant increase in discriminatory severe treatment: $t=7.15$, $p < .001$ by an uncorrelated means test.

[b] The women report a significant increase in discriminatory kindly treatment: $t=2.08$, $p < .05$.

TABLE 55

Cohesiveness in Cadet Companies

GROUP	N	$\bar{X}$	σ
Men - CL 1978	356	16.98	3.26
Men - CL 1979	389	16.93	3.56
Men - CL 1980	429	17.72	3.03
Women - CL 1980	35	17.88[a]	2.93
Men - CL 78 and 79 - With women in Co.	248	16.71	3.28
With no women in Co.	503	17.07	3.52
Men - CL 80 - With women in Co.	126	17.21[b]	2.97
With no women in Co.	303	17.93[b]	3.03
Engineering Executives[c]	39	21.13	3.11

[a] The difference between the 4 means in this group is significant at the .001 level, $F = 5.4$.

[b] $t = 2.25$, $p < .05$, comparing the two means indicated.

[c] Source: R.M. Stogdill, *Work Group Descriptions* Manual of Questions. Bureau of Business Research, The Ohio State University, 1965. High scores indicate high cohesiveness.

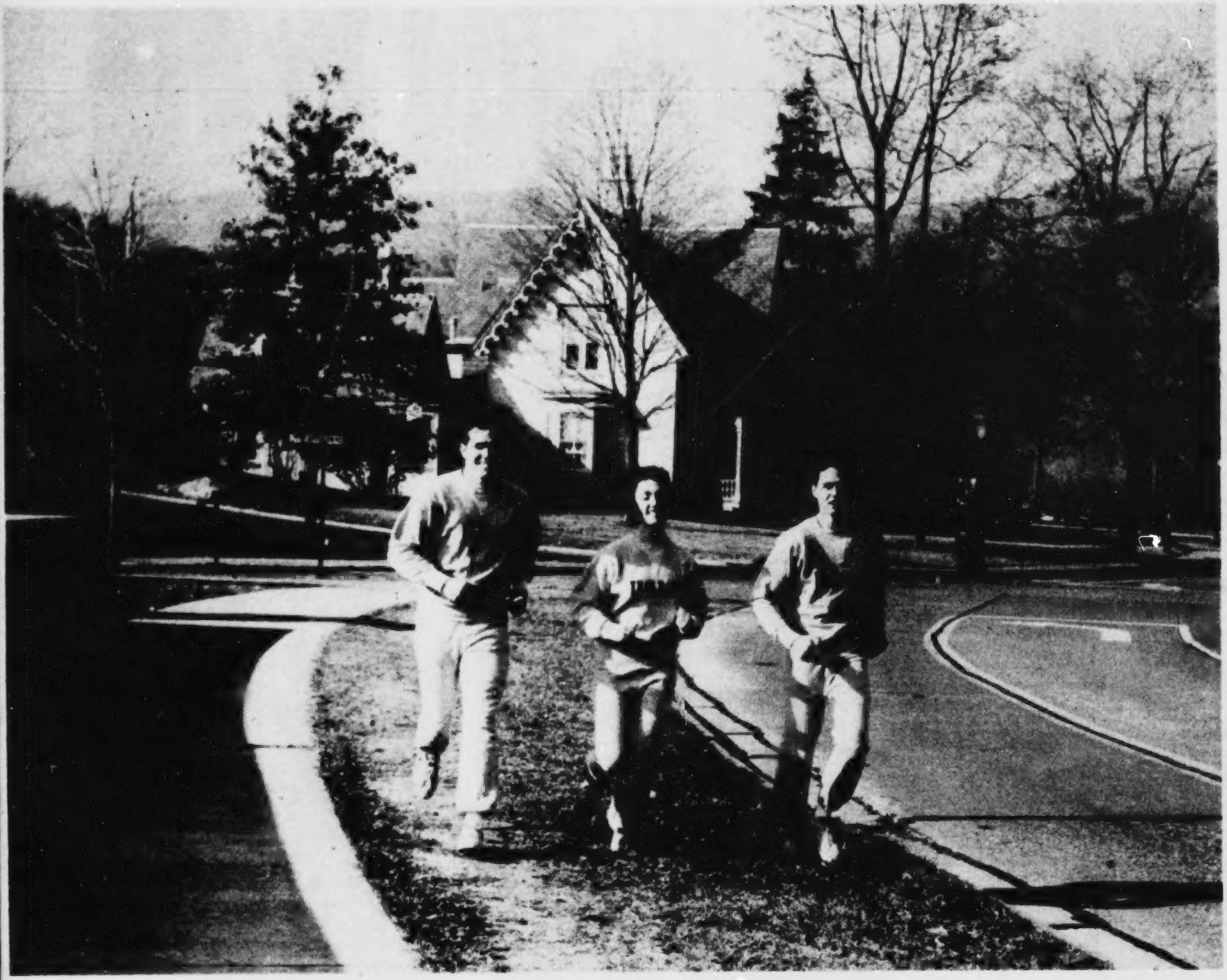
have "overreacted" to this change, as evidenced by the amount of time devoted to lectures (see Inclosure 6 for a complete listing of lectures and seminars conducted to educate cadets on topics related to women), surveys, briefings, and even the assignment of officers to "special positions" to work on this event; and (4) as the data indicate, a widespread perception among both men and women that women have received "inequitable treatment" as plebes by other cadets and officers. Men cite instances of women being dated by upperclass cadets, of media coverage focusing exclusively on women, of women being provided greater privacy by having doors on latrine stalls and curtains on showers, of women's club teams, especially basketball, having larger budgets and more away games than plebe men's teams, and of men being found deficient in OPE with absolute physical performance surpassing that of women. Perhaps most difficult to accept of all, especially by male plebes, however, have been instances where women enjoyed special relationships or were formally recognized by upperclassmen prior to traditional recognition day ceremonies at the end of the year. Also difficult to accept were the frequency with which women were extended invitations by USMA officers to visit for a day with their families. Much of what men appear to be negative toward, therefore, appear to be perceived instances of both overreaction and preferential treatment toward women on the part of both officers and cadets in the chain of command.

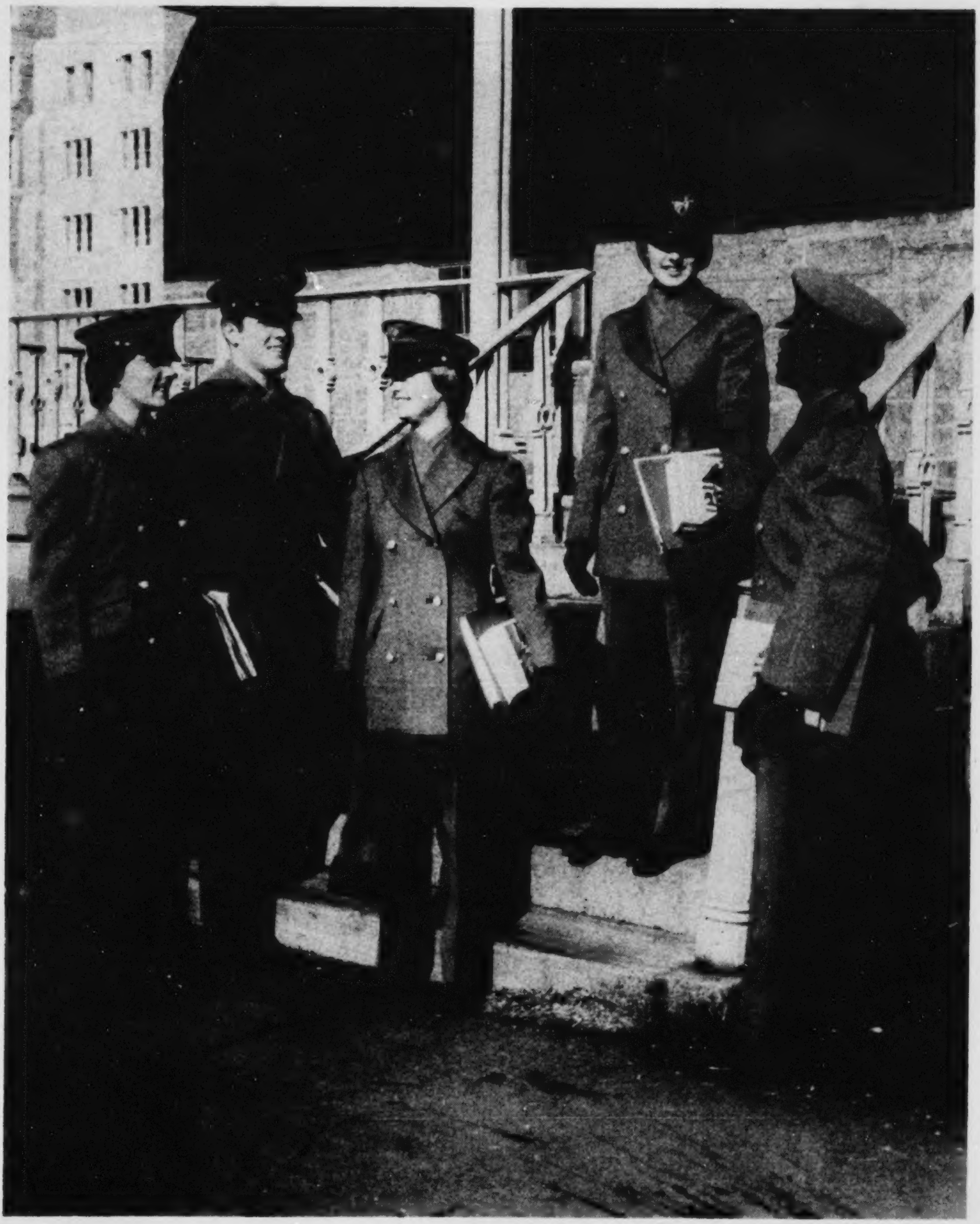
On the other hand, again as shown by the data, women cite numerous instances of experiencing particularly harsh treatment this past year.

instances of having been the target of rumors and jokes and of having to endure the psychological effect of being physically integrated into the Corps, but not having been accepted as a fellow peer by many other cadets. In some ways, the stress experienced by women was of a different nature than that experienced by their male peers. Women were made aware of basic sex differences that are difficult to overcome, such as higher pitched voices, which weren't "commanding," and shorter marching strides, which weren't "military." Some women were made to feel that even if they made it through the first year, in subsequent years male plebes wouldn't take orders from them. Finally, some women felt that to be accepted they had to be "one of the boys," but by so doing felt that they may be sacrificing their femininity and changing their basic self-image. Many women experienced these conflicts at various times throughout the year and had to develop methods for coping with them.

In conclusion, it is the authors' view that although attitude surveys tend to indicate a general shift toward more negative attitudes among cadets toward this issue, as of April, the traditional recognition day "handshake" may have been a symbolic turning point in the acceptance of women at USMA. Perhaps if less attention is placed on this issue in the months ahead, attitudes might become more positive.

Women at West Point is an event without precedent in the history of the western world as a military academy adapts to meet the needs of its entering women and adapts a male climate to meet their needs. Facilitating that change process, more than anything else, may be the 3-4 year transgeneration which takes place at the academy as new classes enter and as officers rotate. Only time will tell, however, the real impact of this change on the individuals involved, as well as on the institution within which it is taking place.





Part IV: Conclusions, Recommendations, and a Future USMA Forecast:

A. On 4 March 1977, the Project Athena research team conducted a briefing for the new USMA Commandant, Brigadier General John C. Bard. At that time, the following preliminary results were provided as tentative conclusions (TC) and courses of action (CA):

1. TC: Women experienced a higher sick call/injury rate than men in CBT '76.

CA: Research supports forming physical exercise platoons which recognize individual differences in running ability between new cadets.

2. TC: Negative attitudes toward women continue to exist among upperclassmen at USMA, particularly in the classes of '77 and '78. Extreme negative attitudes have become less prevalent. CBT contact with women has not positively affected upperclass attitudes, but academic year contact has had a positive effect.

CA: Enhance the on-going educational effort relating to the role of women in the Army, problems in male-female units, and problems facing women at USMA for all cadets. Include aspects of Athena research in the update briefing on the integration of women to members of the Corps of Cadets and USMA community. Attitude data support the integration of female cadets into all 36 companies at the earliest possible date.

3. TC: Female cadets did not perceive women officers to be used in significant roles as SATO's in CBT '76.

CA: Consider assigning women officers as tactical officers in the summer and academic year environments.

4. TC: Female cadets were evaluated significantly lower than male new cadets in CBT '76 peer evaluations. Physical performance of women appears to be more strongly related to leadership evaluation scores, i.e. peer ratings for women than for men.

CA: Continue to emphasize in LES administration and instructions the importance of criteria in evaluating peers. Such criteria should include an appreciation for both physical and non-physically related aspects of leadership and performance.

5. TC: There are clearly identifiable indicators that female cadets perceived and were in fact under a high degree of stress.

CA: Reinforce aspects of training and leadership preparation which contribute to a motivational-developmental philosophy of CBT and contribute to an organizational climate conducive to learning and developing soldier/cadet skills.

6. TC: Attrition of high talent male and female cadets is a function of environmental as well as individual factors.

CA: Potential ways to ameliorate attrition of high quality cadets are as follows:

- continue the evening squad leader hour
- design more free time into the New Cadet training schedule beginning the first weekend

- allot time for weekly group counseling for new cadets in platoon or company size units during CBT to be conducted by the CCU and officer counselors
- expand motivating training events and consider new ways of presenting less motivating training

7. TC: Attitudinal perceptions of new cadets of the leadership climate in CBT, performance of female cadets in PT, and unit attrition appear to be related in preliminary findings. Upperclass cadre members need additional guidance and instruction on the development of their own personal leadership skills.

CA: Continue the systematic study and analysis of the effect of leadership climate on CBT attrition and performance.

- Consider the use of additional officer resources in CBT (as is done in CFT) to coach and develop the upperclass cadre; OML could be tasked to develop team-building skills in these officers.

The following represent the conclusions and recommendations of Project Athena at the end of one year of study. The overall conclusion of the researchers is that women are being effectively integrated into West Point due to the ability and motivation of the young women who entered and the commitment of the institution to that goal.

1. Conclusion: Billeting men and women together has resulted in relatively few problems and has insured the inclusion of women in the informal aspects of cadet life and socialization. Both men and women favor integrating all units of the Corps as soon as practically feasible.

2. Conclusion: Most women (and some men) were physically incapable of successfully performing on the essentially one-track physical exercise program of Cadet Basic Training '76. As a result, women had to overcome more failure experiences and a higher incidence of minor fatigue related injuries.

Recommendation(s): Review the validity of pre-admission tests designed to predict successful physical performance at USMA.

- Plan additional modifications to future PT programs in CBT than were made in CBT '76 to adjust for physiological differences between the sexes.

3. Conclusions: Data reveal a perception among both male and female cadets that women received "inequitable treatment", i.e. preferential and exceptionally harsh treatment, as plebes.

Recommendation(s): Officers and cadets should be made aware of this perception and encouraged to so manage their own behavior as to avoid this perception.

- USMA officials, and particularly cadets in the chain of command, should articulate their commitment to effectively integrating women and their unwillingness to tolerate any subtle or overt form of discrimination toward any cadet for whatever reason.

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4. Conclusion: Cadets of all classes (80, 79, and 78) have become more negative toward the admission of women to USMA, according to an attitude survey taken in April 1977, than they were in August 1976. Upperclassmen in segregated companies appear to have the most negative attitudes on this issue.

Recommendation(s): Lectures and seminars on the roles of women in society, the Army, and at USMA should focus on factual information. Ongoing dissemination of factual information on this topic should continue.

- Future surveys of cadets attitudes should be limited to data required to support the longitudinal research design of Project Athena. Surveys employed within that research should be limited to essential items.

- Leaders at USMA should articulate their commitment to effectively providing equal opportunities to all cadets in this environment. In brief, USMA should be developing an affirmative action stance on this issue.

5. Conclusion: Women officers were not effectively utilized as Special Assistants to Tactical Officers (SATO's) in CBT '76. Also, there is no woman officer above the rank of Major assigned to USMA.

Recommendation(s): Consider for adoption the following acts: assign qualified women officers as Tactical Officers, or Associate Tactical Officers, during summer training and the academic year; task OML to conduct an OE intervention to develop meaningful job descriptions for SATO's; assign women officers of greater rank to positions of high responsibility at USMA.

6. Conclusion: Female cadets were evaluated lower than their male peers in both first and second semester LES (Leadership Evaluation System) ratings.

Recommendation: Task USCC to conduct an in-depth analysis into the evaluation of women in the LES system and monitor future ratings for potential bias.

7. Conclusion: More similarities than differences existed in entrance characteristics of men and women in the Class of 1980. Men and women differed significantly, however, in physical ability and on their attitudes related to the roles of women in society and in the Army.

8. Conclusion: Women performed similarly to men in academics, conduct, and non-physically related military training. The successful performance of individual women in those areas has helped the integration of women more than any other single factor.

9. Conclusion: Research data indicate that men and women were more committed to USMA and had higher self-esteem by the end of Cadet Basic Training (August) than they had at the beginning (July).

10. Conclusion: A higher percentage of women have voluntarily resigned from USMA than men, but the difference is not statistically significant. Both men and women cite similar reasons for resigning.

11. Conclusion: The admission of women has served as a catalyst for change in many areas at USMA. Some of these are as follows: physical

exercise platoons will be formed on the basis of cadets' entering physical ability and will be developed at a pace commensurate with that ability (in future summer training); a new extracurricular club - the Corbin Society (named after Revolutionary War heroine Margaret Corbin) has been formed for men and women to pursue issues related to the role of women in the Army and in society; there are more women officers assigned to USMA today than in the past; several pioneering research projects have been conducted, or are underway, into physical and attitudinal sex differences between cadets; and women's athletic teams are now representing the Military Academy.

B. A Future USMA Forecast: On 6 July 1977, 104 young women entered USMA with the Class of 1981. Generated below are some possible issues which both they, women in the Class of 1980, and the institution may face in the future.

1. Physical standards used to evaluate future female candidates for USMA should remain flexible and adaptable to higher levels of physical fitness ability in women. Table 54 shows current physical standards used to test female candidates.

2. USMA may face legal challenges on policies related to: core physical education courses for men and women; criteria used to evaluate entering candidates; criteria employed to evaluate cadets, particularly in the area of leadership potential; and branch assignment at graduation.

3. Persistent dating between cadets of the upperclass and plebes represents a potential significant change to the 4° System as it has

traditionally functioned.

4. More women than men may attrit from the Army if promotion opportunities are limited by assignment policies which prohibit women from serving in career enhancing positions.

5. Attrition of women from USMA will probably remain higher than men's as: women tire of coping in a negative environment; fail to see the relevance of USMA training to assignments open to women in the Army; or decide to pursue more traditional career paths for women.

6. Romantic relationships within the Corps and their subsequent effect on authority relationships and unit cohesiveness should become a more significant issue at USMA in subsequent years.

7. USMA should give consideration to how it can best train and prepare female cadets for the non-combat arms. Women should probably have the opportunity to serve in non-combat units on Cadet Troop Leader Training (CTLT) next summer.

8. Now that the barriers to communication imposed by the Fourth Class System have been eased, USMA can expect women to be more vocal in their constructive criticism of the behavior of other cadets toward them and of Academy policies pertaining solely to women.

TABLE 56

WEST POINT PHYSICAL APTITUDE EXAMINATION
Total Candidate Population for a Recent Class

	PULLUPS	FLEXED ARM HANG	STANDING LONG JUMP		BASKETBALL THROW		300 YARD SHUTTLE*		PERCENTILE
	(MEN)	(WOMEN)	(MEN)	(WOMEN)	(MEN)	(WOMEN)	(MEN)	(WOMEN)	
	19	59 sec	8'8"	7'11"	90'	62'	55 sec	60 sec	100%
	15	51 sec							
Top Quintile	13	45 sec			80'	54'			
	12	40 sec	8'0"	6'11"	75'	50'	56 sec	63 sec	80%
	11	36 sec			70'	47'	57 sec		
	9	34 sec							
			7'8"	6'8"					
		30 sec	7'6"	6'7"	67'	46'	58 sec	66 sec	60%
	8				65'	44'			
Middle Quintile	7	28 sec	7'4"	6'4"			59 sec	67 sec	
					61'	42'			
	6	26 sec	7'2"	6'2"			61 sec	68 sec	40%
					60'	39'	62 sec	69 sec	
	5	22 sec							
			7'0"	6'0"					
	4	18 sec			55'	36'	64 sec	72 sec	20%
	3	16 sec	6'8"	5'9"					
Bottom Quintile					50'	33'			
			6'4"	5'5"			65 sec	75 sec	
	1	11 sec	5'8"	4'10"	40'	25'	68 sec	78 sec	

* run on a 25-yard course

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INCLOSURES

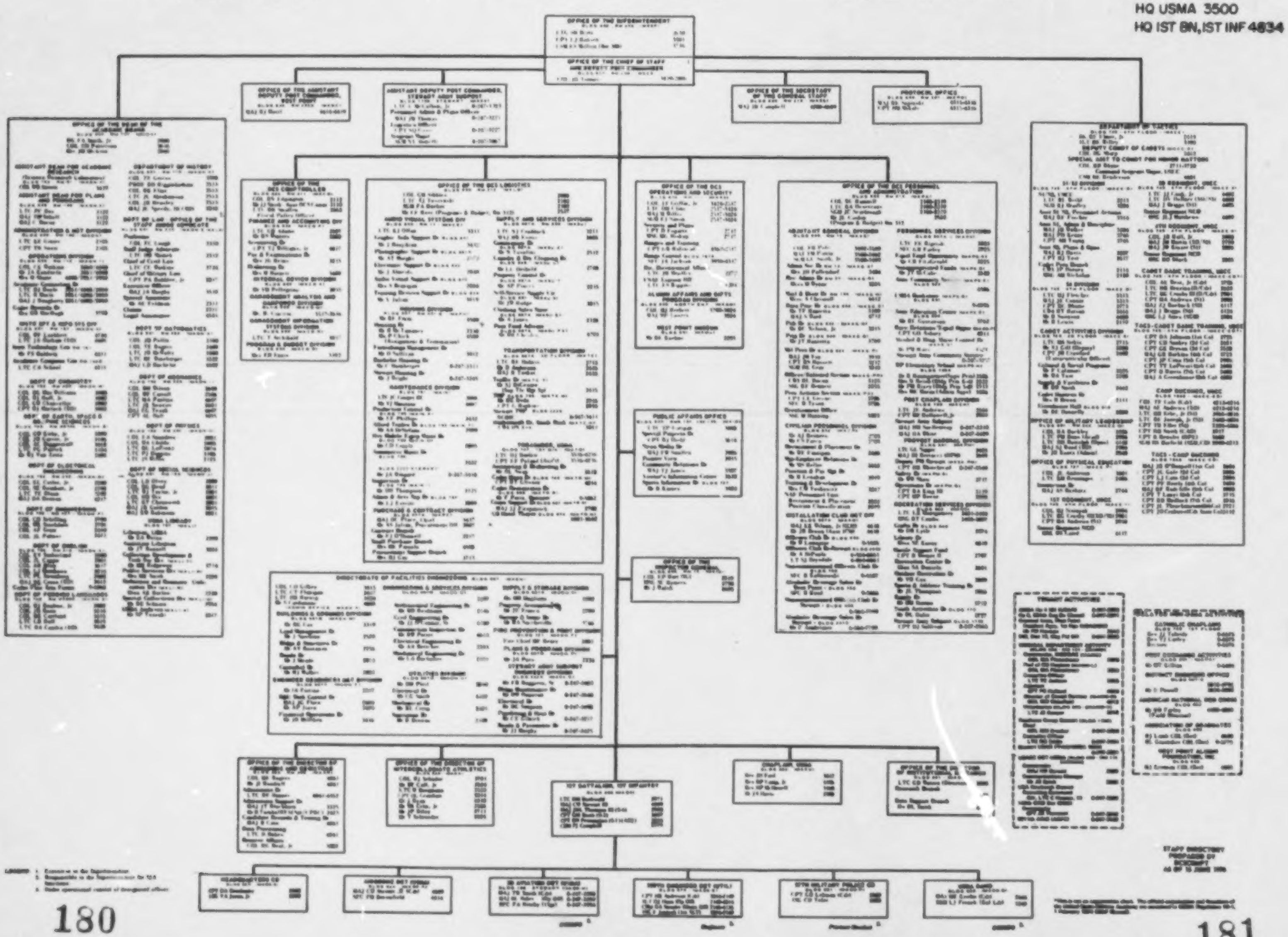
UNITED STATES MILITARY ACADEMY STAFF DIRECTORY

AUTOVON 688-XXXX

WEST POINT, NEW YORK 10996

AREA CODE 914-938-4011

DUTY OFFICER
HQ USMA 3500
HQ 1ST BN, 1ST INF 4834



INCLOSURE 2

USCC Regulation Changes to Admit Women

1. Social Behavior and Conduct:

"No upperclass cadet will date a fourth class cadet. Relationships between cadets must be such that they will not interfere with the efficient functioning of either cadet. Cadets must be particularly aware of emotional relationships which may interfere with the superior-subordinate position. Cadets will not date or socialize on a one-to-one basis outside the line of duty with a member of the opposite sex, who is an active duty officer or enlisted military person assigned to West Point."

2. Dating and Escorting (defined):

a. Dating is socializing with a member of the opposite sex outside the line of duty.

(1) No upperclass cadet will date a fourth class cadet.

(2) Cadets will not date active duty officers or enlisted military personnel assigned to West Point.

(3) Cadets must not allow emotional relationships to interfere with their duty and must ensure proper senior-subordinate relationships are maintained.

(4) Cadets will "date" only in those buildings and rooms obviously intended for that purpose, such as Grant Hall and Smith Rink.

b. Escorting is the act of accompanying a guest who is not a member of the Corps of Cadets.

c. Dating and escorting are permissable between 1515 and 2000, Monday through Friday, and weekends and holidays until taps.

3. Specific Guidance on Women's Clothing Options:

a. Black Beret. The beret is authorized for all skirt options (except class and white over grey) during non-class/non-formation time. It is not authorized for wear with trousers, nor with the cadet raincoat. The beret will not be worn forward of the hairline of the forehead and it will be placed so that the insignia is centered over the front of the head. It will be worn so as to retain its original handblocked contours; it will not be crushed, flattened, dented, or otherwise reshaped.

b. Footgear. Women will be issued dress shoes (low quarters), dress pumps, knee-high boots, as well as other cadet footgear. Footgear with trousers will be the same as designated for men. Dress pumps are intended primarily for wear with the skirt when not in formation for parade or ceremony. Knee-high boots are optional and may be worn only with skirts and then only during the winter uniform period when the overcoat or raincoat is worn as an outer garment. They are not authorized for wear indoors with formal attire.

c. Handbags or Purses. Handbags or purses are optional and will not be carried when drilling or when in formation.

-The black shoulder handbag may be carried only during off-duty time as prescribed by the Uniform Composition Chart. It will be carried over the left shoulder or in the left hand with the strap shortened.

-The black school pouch may be carried when trousers are worn or to class when attired in skirt.

-The evening bag may be carried when in full dress with skirt or white mess uniform.

d. Skirts. Women will be issued a lightweight grey, dress grey, white, khaki, and blazer uniform skirt. The skirt may be worn to class, meals, and during off-duty periods. It may not be worn for parades, review and ceremonies, drill, area tours, guard or while performing cadet-in-charge of quarters duty.

-Natural tone, nylon stockings or panty hose will be worn with all skirt options.

-With the class shirt and the white over grey skirt options, women will wear the same headgear as designated for men.

4. Haircuts - Women:

Hair will be cut and styled to facilitate both femininity and conformity to the cadet uniform as well as meet the following standards:

a. Hair will not extend forward of a line established at the temple and proceeding straight down to the jaw bone.

b. Hair near the face will not extend below the jaw bone.

c. Hair will not extend below the bottom edge of any uniform collar.

d. Hair will not be visible on the forehead below the front brim of the dress hats or field training headgear not extend below the center front of the garrison cap. Hair may extend below the black beret as stated elsewhere in the regulation.

e. No hair shall extend in depth or width beyond the upper brim of the dress hat when viewed from front, side, or back. Maximum depth will not exceed one and one half inches after hair is normally combed.

f. No ribbons, rubberbands, barrettes, or ornaments shall be worn with the hair, nor will the hair be tied up in any way.

g. The following hair styles are not considered appropriate when in uniform: ponytails, pigtails, braids, "corn-rows," corkscrew, or "ding-a-ling" curles by the face. Bizarre or extreme hair styles will be avoided.

h. Wigs may be worn to off-duty functions in uniforms if they follow the above standards and so long as the hairpiece is of a natural hair color.

i. Cadets are responsible to ensure that they meet these standards at all times.

5. Jewelry:

Cadets in uniform will not wear conspicuous or garish items of jewelry or adornaments which detract from the uniformity of the Corps and the uniform.

a. Authorized items include a watch, a ring, an ID bracelet.

b. Earrings will not be worn with any uniform. Devices to keep pierced ears open will not be worn in uniform out of rooms.

6. Cosmetics:

Conservative cosmetics may be worn by women cadets. Moderate make-up, to include lipstick, eye make-up and rouge is acceptable. False eyelashes, excessive mascara, and garish colors are not authorized. Only clear fingernail polish is authorized in uniform.

7. Cadet Rooms:

When cadets of different sexes are together in a room in an informal unofficial mode, the door of the room will remain open.

b. When the door of a cadet's room is closed, persons desiring entry will knock and await acknowledgement before entering. For persons in authority if an acknowledgement is not made from within (i.e., "dressing... etc."), entry may be made.

INCLOSURE 3

Preparation for Women Cadets

PURPOSE: To highlight consultants, visits and training pertaining to the preparation for women cadets at USMA.

FACTS.

1. Consultants. (These are in addition to the attached inclosures on OML and OPE consultants.)

a. June-August 1975 - Two WAC officers (CPT Yost and CPT Young) and one WAC drill instructor (SSG Luxford) - Summer Training 1975.

b. 14 August 1975 - Three Merchant Marine Academy women midshipmen - conference with Superintendent and Commandant.

c. August 1975-July 1976 - Hart, Schaffner and Marx - contracted as uniform design and prototype consultants for the Women Cadet Uniform Committee - S4, USCC.

d. 3 September 1975 - Captain Barbara Yost permanently assigned to the S1/S3 Section of the Commandant's Staff - to assist in plans for women.

e. 16 October 1975 - Colonel Ann Fisher, Chief of Professional Development Division, TRADOC - OML - lecture on Women in the Army - Class of '77.

f. 6-8 November 1975 - Doctors David Segal and Nora Kinzer, Army Research Institute - OML. Dr. Kinzer retained to provide consultation and data for Project Athena.

g. 15-16 December 1975 - Ms. Cecile S. Landrum, DOD Manpower Commission (study coordinator for development and utilization of women in the Department of Defense) - DCSOPS.

h. December 1975-July 1976 - Miss Joan Shedden, Director, Central Beauty Academy, Newburgh, NY - hair styles and cadet barbers' training - Corps Support Branch.

i. January 1976 - MG Joseph P. Kingston, Commander, Fort McClellan, and Colonel Shirley Heinze, Commandant, WAC Training Center, Fort McClellan - lecture to Classes of 1976-1978 - Commandant.

j. January 1976 - Major Mary Willis permanently assigned to DCSOPS as an advisor to the Superintendent on USMA plans for women.

k. January and March 1976 - Part-time assistants from Army Research Institute for Project 60 and Project Athena.

l. February 1976 - Mrs.Sue Peterson hired as first woman instructor for the Office of Physical Education.

m. March 1976 - Captain Theresa Rhone, PhD, MSC, counseling psychologist, permanently assigned to OML, Department of Tactics.

n. April 1976 - Captain Anna Young and Sergeant Laura Werner permanently assigned to S1/S3, USCC, Department of Tactics.

o. May 1976 - 1LT Eileen Johnston permanently assigned to OPE.

p. June 1976 - Eight outstanding drill instructors, including one woman, from the Army Training Centers to augment training of first class cadre in preparation for Cadet Basic Training - Commandant.

q. July 1976 - Mrs. Joanne Micka hired as OPE instructor - gymnastics specialty.

2. Visits - to West Point.

a. 14-15 July 1975 - BG Mildred C. Bailey, Director of the Women's Army Corps.

b. 21-22 August 1975 - DCSPER, DA hosted in-process review of USMA plan for admission of women.

c. 10 October 1975 - CSA briefing on Women's Admission.

d. 17 October 1975 - Secretary of the Army briefing on Women's Admissions.

e. 12 November 1975 - Colonel E.M. Hinton, Deputy Director, Women's Army Corps - uniforms presentation.

f. 9-10 December 1975 - ROTC visit from four officers and four enlisted drill sergeants to relate experiences of Summer of '75 men-women ROTC program.

g. 25-27 January 1976 - Admissible women from the surrounding area invited to West Point for orientation.

h. 28-29 January 1976 - DA personnel conference on plans for women. Attendees included LTG Hal Moore, DCSPER, and General Mary Clarke, Director of the Women's Army Corps.

i. 26-29 February 1976 - Women and staff from USMAPS, Ft Monmouth, to West Point for orientation - billeted in cadet area.

j. 29 February-2 March 1976 - Admissible men and women candidates invited to West Point for orientation.

k. 14-16 March 1976 - Admissible men and women candidates invited to West Point for orientation.

l. 22-24 April 1976 - Princeton ROTC group visited West Point, included women cadets - billeted in cadet area.

m. 10-11 May 1976 - Dr. Evalyn Gendel, OPE consultant. Lecture to Classes of '77 and '79.

3. Visits - away from West Point.

a. 10 June 1975 - Superintendent's discussion with DCSPER, DA, Vice Chief of Staff of the Army, Secretary of the Army.

b. 16-17 July 1975 - Visit to ROTC Basic Camp at Fort Knox by Commandant.

c. 4-6 August 1975 - Superintendent's and Commandant's visit to Forts Rucker, McClellan and Knox.

d. 18-23 August 1975 - Los Angeles Police Department by Colonel Anderson, Director of OPE.

e. 28-29 August 1975 - Second TRADOC Symposium on Management of Army Women, Fort McClellan.

f. 8-9 September 1975 - USAFA hosted Interservice Academies' Conference on Admission of Women.

g. 17-18 September 1975 - Captain Hickerson, Admissions Officer, ODAR visit to Bowdoin College to discuss coeducational developments.

h. 24 September 1975 - Mr. Jack Woodruff, Deputy Director of DAR, visit to TRADOC to screen ROTC scholarship files.

i. 29-30 September 1975 - OPE interview on "Title-9" related to physical education programs and intercollegiate aspects, Albany, NY.

j. 30 September 1975 - OML visit to General Staff, DA psychological and social-cultural aspects related to assimilation of women cadets.

k. 3 October 1975 - Pentagon briefing on service positions on the principal issues concerning women at the academies.

l. 7 October 1975 - OPE visit to US Army Research Institute on Environmental Medicine.

m. January-April 1976 - Various USMA staff personnel visited USMAPS, Fort Monmouth, to coordinate training and policies on women cadets.

n. March 1976 - Mrs. Sue Peterson, OPE, trained at LA Police Academy for one week to prepare for self-defense classes.

o. March 1976 - Commandant visited Naval Training Center at Orlando, Florida.

p. 25-26 March 1976 - 36 Second class cadets visited Forts Jackson and McClellan (18 each) to observe women training in the Army.

q. 8-10 April 1976 - Trip to USAFA by Dr. Priest, OIR - "Psychology in the Air Force" Symposium.

r. 12 April 1976 - Superintendent visited USMAPS, Fort Monmouth.

s. 20-21 April 1976 - Colonel West and Major Roebuck visited Parris Island to observe women Marines training - Commandant.

t. 13 May 1976 - Major Mary Willis visited USNA to discuss plans for admission of women.

5. Preparation and Training for the United States Corps of Cadets - Reference Assimilation of Women into the Corps.

a. 6 October 1975 - Lecture to Class of 1977 on "Management of Army Women" - Colonel Anne Fischer, Chief, Professional Services, Fort Monroe.

b. October 1975-February 1976 - Discussions and briefings at company, battalion and regimental level by women staff officers - on plans for women at West Point.

c. November-December 1975 - Superintendent, Commandant, and Dean's combined briefing to each class on plans for admission of women to West Point.

d. December 1975 - Letters from Superintendent and Commandant plus an info packet to each member of the United States Corps of Cadets on plans for the admission of women.

e. 6 January 1976 - MG Kingston, Commander, Fort McClellan, and Colonel Shirley Heinze, Commandant of Women's Training Center, Fort McClellan - combined presentation.

f. January-March 1976 - Approximately 25 upperclass cadets volunteered to assist with the training of the 60 high school women who participated in Project 60.

g. February-March 1976 - Project 60 observation by nine Class of '77 cadets per regiment per session.

g.g. March-April 1976 - Several Class of 1977 cadets volunteered to assist with the training and testing of women volunteers (ages 16-18) for Project 60A - military field training offshoot of Project 60

h. March 1976 - Project 60 and CBT Plans briefing to Class of 1977 (by regiment) - Colonel West, CBT Commander, and Colonel Anderson, OPE Director.

i. 15 March 1976 - Human Relations Training on Women in the Army and at West Point - one hour presentation/discussion by officers (including eight women) to Class of 1977, company-size groups.

j. 29-30 March 1976 - Human Relations Training - Issue of Women at West Point - DRRI trained cadet leaders.

k. 25-26 March 1976 - 36 (1 per company) Class of 1977 cadets visited Women's Basic Training Centers at Fort McClellan and Fort Jackson to observe women training in the Army and to report back to their companies.

l. April 1976 - Project 60 Findings and CBT Plan Update (1 hour) - Class of 1977 - by regiment - Colonel West and Colonel Anderson.

m. May 1976 - Briefing to CBT cadet detail on plans and philosophy by Colonel West.

n. 10, 11 May 1976 - Lecture to Classes of 1977 and 1979 on "Human Sexuality Relating to Women at West Point" by Dr. Evalyn Gendel (OPE consultant).

o. 2-8 June 1976 - Eight hours of Human Relations Training - Detail's Attitudes and Acceptance of New Cadets - CBT detail by small groups - planned by OML and led by one OML officer, one woman officer and one trained cadet counselor for each of the eight groups training at one time.

p. 2-6 June 1976 - Two-hour presentation to CBT detail - "Female Physiology and Reproduction/Menstruation - Fact & Fantasy/Common Gynecological Concerns - Dr. Pettit (MEDDAC).

q. June and July 1976 - Two hours on Stress and the Psychology of the Adolescent, five hours on Counseling and Communications Skills, and two hours on Counseling Programs for CBT during Cadet Preparation Training for CBT - to each CBT cadet detail - given by OML officers.

q.q. June 1976 - Twelve cadets volunteered to spend two weeks at Fort McClellan, Alabama, to work with units training women.

r. 10-16 July 1976 - One-hour presentation to Class of 1980 (new cadets) on Stress and Counseling in CBT by Major Prince, OML, and Class of 1977 cadet counselors.

s. July 1976 - Orientation to Sick Call, Physiology, Sex Hygiene, and Common Reproductive System Concerns to Class of 1980 (new cadets) by Dr. Servis and Dr. Pettit (MEDDAC).

t. July 1976 - Two-hour briefing/discussion to Class of 1980 on "Stress and the Detail Change" by OML officers and Class of 1977 cadet counselors.

u. August 1976 - Presentation to Class of 1979 at Camp Buckner on CBT "Rumor Control" and the CBT Experience of the New Cadet - by Class of 1977 Cadet Basic Training cadet detail staff and Colonel West, CBT Commander.

v. 26-30 August 1976 - Four hours of seminars on group progress and adjustment to regular letter company to Class of 1980 by OML officers and cadet counselors.

w. 29 August-3 September 1976 - Report on Class of 1980 and academic year plans to upperclassmen in newly reorganized companies - given by cadet commanders and officer regimental commanders.

x. July-August 1976 - Five enlisted women trained and completed Cadet Field Training at Camp Buckner with 5th Company. All were volunteers who had just completed Basic Training at Fort Jackson.

FACT SHEET: CONSULTANTS' VISITS

1. The OML undertook the steps to invite 3 consultants on the admission of women to USMA.

2. The three individuals selected provide a cross-section of expertise. The consultants and their positions are:

Consultant	Area of Expertise
Dr. Morris Janowitz Professor, Department of Sociology and the College University of Chicago	Military Sociology
Dr. Charles Moskos Professor of Sociology, Chairman of Department Northwestern University	Military Sociology
Dr. Janet Spence Chairman, Department of Psychology University of Texas - Austin	Sex-Roles and Attitudes Toward Women

3. Each of the consultants received a briefing on the major aspects of cadet life, the Project Athena research plan, and the USMA OPLAN to admit women. Each addressed either staff and faculty or cadet audiences in seminars on their present research.

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1. In response to a recommendation by BG W.F. Ulmer, OPE undertook the steps necessary to employ four consultants on the admission of women to USMA.

2. The four individuals selected provided a cross-section of expertise and professional counseling. The consultants and their present positions are:

Consultant	Area of Expertise
Dr. Jan Felshyn, Director Graduate Studies East Stroudsberg State College	Humanistic and Feministic Issues
Dr. Evalyn Gendel (MD), Director, Kansas State Department of Maternal Health	Medical Aspects of Women's PE
Dr. Ann Jewett, Chairperson, Department of HPER, Univ. of Georgia, Athens, Georgia	PE Curriculum for Women
Dr. Waneen Spirduso, Chairperson, Department of HPER, University of Texas, Austin, Texas	Exercise Physiologist

3. Each of the consultants received a comprehensive briefing on the major facets of cadet life, the OPE program, and the USMA OPLAN on the admission of women to USMA. At every stage of the briefings, the consultants were encouraged to offer their individual opinions, and professional reactions. All supported the approach taken by OPE in their planning for women while, at the same time offering assistance and direction for further refinement.

4. Each of the consultants addressed selected members of the Department of Tactics, plus invited guests. Cadets, faculty, and wives were included in the audiences for the consultants. The addresses were designed to promote an exchange of ideas and information.

INCLOSURE 4

LESSON OUTLINE SUMMARY

SUBJECT: WOMEN AT WEST POINT

INSTRUCTIONAL PERIOD: 8 HOURS

INSTRUCTOR: USMA OFFICERS AND CCU LIEUTENANTS

INSTRUCTOR REFERENCES:

1. Allport, G. The Nature of Prejudice. Garden City, N.Y.: Anchor Books, 1958
2. Ehrlich, J.J. The Social Psychology of Prejudice. New York: Wiley, 1973
3. Zimbardo, P. & E. Ebbesen. Influencing Attitudes and Changing Behavior. Reading, Mass: Addison-Wesley, 1970
4. Aronson, E. The Social Animal. San Francisco: W.H. Freeman & Co. 1972
5. Instructor Notes

INSTRUCTIONAL OBJECTIVES:

1. To develop an organizational climate that is conducive to the acceptance of women cadets.

2. To impart information on expanded roles and careers for women in society and the military.

3. To identify stereotypes and increase awareness of their effect on cadet attitudes toward women.

4. To facilitate attitude change and reduction of stereotypes among male cadets.

5. To evaluate program effectiveness by measuring cadet attitudes toward women.

SUGGESTED INSTRUCTIONAL OUTLINE:

A. Day 1

1. Administer Attitudes Toward Women Scale (10 mins)

2. Present TV films on Cadet Basic Training and Women in the Army (10 mins)

3. Introduction of instructors and overview of instruction to be presented (10 mins)

4. Sex-role stereotypes through sound and light (slide show) (15 mins)

5. Group exercise to generate stereotypes (male, female, leader traits), discuss and challenge stereotypes (30 mins)

6. Break (move to new classrooms) (10 mins)

7. Present TV film "Prejudice: Causes, Consequences, Cures" (25 mins)

8. Discuss TV film (see instructor's film guide) (10 mins)

9. Small group exercise I (60 mins)

10. Small group exercise II (50 mins)

11. Summary/Instructor Leeway/Distribute reading assignment for second day (10 mins)

B. Day 2

1. Overview of instruction to be presented (5 mins)

2. Review of stereotypes and their significance through film (5 mins)

3. Fill out handout on working with women (20 mins)

4. The effects of sex-role stereotypes on leadership and management in mixed-sex situations, present TV film, "Women in Management: Threat or Opportunity?" (30 mins)

5. Discuss TV film (see instructor's guide) and responses to handout on working with women. (15 mins)

6. Break (move to extra rooms) (15 mins)

7. Small group exercise on ways cadets could interfere with and enhance the integration of women (55 mins)

8. Break (10 mins) (Return to initial classrooms)

9. Discuss policy matters with company tactical officer and ask questions pertaining to women (55 mins)

10. Watch TV film on women in the army, "Pride in Belonging" (30 mins)

11. Summary/Instructor Leeway (5 mins)

Suggested additional activities:
Identify sexist terms in cadet slang and military everyday usage. Propose alternate expressions.

DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

SUMMER 1977 CBT LEADERPREP

LESSON OUTLINE SUMMARY

SUBJECT: WOMEN AT WEST POINT

INSTRUCTIONAL PERIOD: 8 HOURS

INSTRUCTORS: USMA OFFICERS AND CCU LIEUTENANTS

INSTRUCTOR REFERENCES:

1. Allport, G. The Nature of Prejudice. Garden City, NY: Anchor Books, 1958.
2. Ehrlich, J.J. The Social Psychology of Prejudice. New York: Wiley, 1973.
3. Zimbardo, P. & E. Ebbsen. Influencing Attitudes and Changing Behavior. Reading, Mass: Addison-Wesley, 1970.
4. Aronson, E. The Social Animal. San Frnacisco: W.H. Freeman & Co. 1972.
5. Furniss, W.T. & P.A. Graham (Eds.) Women in Higher Education. Washington, D.C.: American Council on Education, 1974, pp. 16-69.
6. Instructor Notes.

INSTRUCTIONAL OBJECTIVES:

1. To facilitate the development of an organizational climate that is conducive to the acceptance of women cadets.

2. To impart information on expanded roles and careers for women in society and the military.

3. To identify stereotypes and increase awareness of their effect on cadet attitudes toward women.

4. To facilitate attitude change and reduction of stereotypes among male cadets.

SUGGESTED INSTRUCTIONAL OUTLINE:

A. Day 1 (1345-1730, 225 mins)

1. Administer Attitudes Toward Women Scale (AWS) (10 mins)

2. Present TV film on Cadet Basic Training and Women in the Army (20 mins)

3. Introduction of instructors and overview of instruction to be presented (5 mins)

4. Sex-role stereotypes through sound and light (slide show) (15 mins)

5. Break (10 mins)

6. Discuss the experience of having women at West Point for the first year (45 mins)

7. Break (move to new classrooms) (15 mins)

8. Small group exercise I (Leadership Characteristics) (50 mins)

9. Small group exercise II (Admissions) (50 mins)

10. Summary/Instructor Leeway (5 mins)

B. Day 2 (1345-1730, 225 mins)

1. Overview of instruction to be presented (5 mins)

2. Do sentence completion exercise and discuss (20 mins)

3. The effects of sex-role stereotypes on leadership and management in mixed-sex situations, present TV film, "Women in Management: Threat or Opportunity?" (30 mins)

4. Discuss TV film (see instructor's guide) (15 mins)

5. Break (move to extra rooms)

6. As an optional exercise a film will be presented on channel __ at 1505. The film "Women at Work and in Society" is a panel discussion with Judith Volner, Jayne Spain, CPT Judy Lowry, & 1LT Pamela Sylvester. These four women express their views regarding the role of women today. No discussion is necessary following the film. This film may set the stage for the next exercise if you so desire (33 mins)

7. Small group exercise on ways cadets could interfere with or enhance the integration of women and the physical education training problem (60 mins)

8. Break (return to initial classrooms) (15 mins)

9. Readminister AWS (10 mins)

10. Watch TV film on Women in the Army (30 mins)

11. Summary/Instructor Leeway (5 mins)

INCLOSURE 5

SEX DIFFERENCES AND CHANGES ON SELECTED PHYSIOLOGICAL/PSYCHOLOGICAL MEASURES

Table 22

Statistically Significant Differences Between Men and Women on the Pre-Test - Physiological Variables

Variate	Statistically Significant	
	Significant	Women Scored:
Age	Yes	Lower
Height	Yes	Shorter
Tricep Skinfold	Yes	Larger
Scapula Skinfold	No	--
Abdominal Skinfold	Yes	Larger
Thigh Skinfold	Yes	Larger
Body Weight	Yes	Less
Lean Body Weight	Yes	Less
Fat Body Weight	Yes	More
Percentage of Body Fat	Yes	More
Dominant Hand Grip Strength	Yes	Less
Non-Dominant Hand Grip Strength	Yes	Less
Bench Press Strength	Yes	Less
Bench Press Power	Yes	Less
Bench Press Power Endurance	Yes	Less
Leg Press Strength	Yes	Less
Leg Press Power	Yes	Less
Leg Press Power Endurance	Yes	Less
Maximum Oxygen Uptake, liters/minute	Yes	Less
Maximum Oxygen Uptake, ml./kg. x minute	Yes	Less

Source: Project Summertime, OPE, USMA

Table 23

Statistically Significant Differences Between Men and Women on the Pre-Test - Psychological Variables*

Variate	Statistically Significant	Women Were:
Military Career Commitment (MCCOG)	No	--
Academy Graduation Commitment (AGCOG)	Yes	Less Committed
Attitudes Toward Women (AWS)	Yes	More Equalitarian
Test Anxiety (Testanx)	Yes	More Anxious
Rotter I-E (Rotter IE)	No	--
Organizational Commitment (P)	No	--
Self-Concept (Self-Esteem)	No	--
(General Maladjustment)	No	--
Androgyny - Trait Attributes		
Masculine	Yes	Less masculine
Feminine	Yes	More feminine
Fear of Failure	No	--

*Note: Variables are defined in Table 30

Source: Project Athena, OML, USMA

Table 24

Statistically Significant Differences Between Men and Women on the Post-Test - Physiological Variables

Variate	Statistically Significant	Women Scored:
Age	No	--
Height	Yes	Shorter
Tricep Skinfold	Yes	Larger
Scapula Skinfold	No	--
Abdominal Skinfold	Yes	Larger
Thigh Skinfold	Yes	Larger
Body Weight	Yes	Less
Lean Body Weight	Yes	Less
Fat Body Weight	Yes	More
Percentage of Body Fat	Yes	More
Dominant Hand Grip Strength	Yes	Less
Non-Dominant Hand Grip Strength	Yes	Less
Bench Press Strength	Yes	Less
Bench Press Power Endurance	Yes	Less
Leg Press Strength	Yes	Less
Leg Press Power	Yes	Less
Leg Press Power Endurance	Yes	Less
Maximum Oxygen Uptake, liters/minute	No	--
Maximum Oxygen Uptake, ml./kg. x minute	No	--

Source: Project Summertime, OPE USMA

Table 25

Statistically Significant Differences Between Men and Women on the Post-Test - Psychological Variables

Variate	Statistically Significant	Women Were:
Military Career Commitment (MCCOG)	No	--
Academy Graduation Commitment (AGCOG)	No	--
Attitudes Toward Women (AWS)	Yes	More Equalitarian
Test Anxiety (Testanx)	No	--
Rotter I-E (Rotter IE)	No	--
Organizational Commitment (P)	No	--
Self-Concept (Self Esteem)	No	--
(General Maladjustment)	No	--
Androgyny - Trait Attributes		
Masculine	Yes	Less Masculine
Feminine	Yes	More Feminine
Fear of Failure	No	--

Source: Project Athena, OML, USMA

Table 26

Statistically Significant Differences Between the Pre - and Post-Test Variates for the Men - Physiological Variables

Variate	Statistically Significant	Men Scored:
Age	No	--
Height	No	--
Tricep Skinfold	No	--
Scapula Skinfold	No	--
Abdominal Skinfold	No	--
Thigh Skinfold	No	--
Body Weight	No	--
Lean Body Weight	No	--
Fat Body Weight	No	--
Percentage of Body Fat	No	--
Dominant Hand Grip Strength	No	--
Non-Dominant Hand Grip Strength	No	--
Bench Press Strength	No	--
Bench Press Power	No	--
Bench Press Power Endurance	Yes	Decrease
Leg Press Strength	No	--
Leg Press Power	No	--
Leg Press Endurance	No	--
Maximum Oxygen Uptake, liters/minute	Yes	Increase
Maximum Oxygen Uptake ml./kg. x minute	Yes	Increase

Source: Project Summertime, OPE, USMA

Table 27

Statistically Significant Differences Between the Pre- and Post-Test Variates for the Men - Psychological Variables

Variate	Statistically Significant	Men Were:
Military Career Commitment (MCCOG)	Yes	More Committed
Academy Graduation Commitment (AGCOG)	Yes	More Committed
Attitudes Toward Women (AWS)	Yes	Less Equalitarian
Test Anxiety (Testanx)	Yes	More Anxious
Rotter I-E (Rotter IE)	Yes	More Internal
Organizational Commitment (P)	Yes	More Committed
Self-Concept (Self-Esteem)	Yes	Higher Esteem
(General Maladjustment)	Yes	Less Maladjusted
Androgyny- Trait Attributes		
Masculine	Yes	More Masculine
Feminine	Yes	More Feminine
Fear of Failure	Yes	More Fearful

Source: Project Athena, OML, USMA

Table 28

Statistically Significant Differences Between the Pre- and Post-Test Variates for the Women - Physiological Variables

Variate	Statistically Significant	Women Scored:
Age	No	--
Height	No	--
Tricep Skinfold	No	--
Scapula Skinfold	No	--
Abdominal Skinfold	Yes	Decrease
Thigh Skinfold	No	--
Body Weight	No	--
Lean Body Weight	No	--
Fat Body Weight	No	--
Percentage of Body Fat	No	--
Dominant Hand Grip Strength	No	--
Non-Dominant Hand Grip Strength	No	--
Bench Press Strength	No	--
Bench Press Power	No	--
Bench Press Power Endurance	No	--
Leg Press Strength	No	--
Leg Press Power	No	--
Leg Press Power Endurance	No	--
Maximum Oxygen Uptake, liters/minute	Yes	Increase
Maximum Oxygen Uptake, ml./kg. x minute	Yes	Increase

Source: Project Summertime, OPE, USMA

Table 29

Statistically Significant Differences Between the Pre- and Post-Test Variates for the Women - Psychological Variables

Variate	Statistically Significant	Women Were:
Military Career Commitment (MCCOG)	No	--
Academy Graduation Commitment (AGCOG)	No	--
Attitudes Toward Women (AWS)	No	--
Test Anxiety (Testanx)	No	--
Rotter I-E (Rotter IE)	No	--
Organizational Commitment (P)	Yes	More Committed
Self-Concept (Self-Esteem)	Yes	Higher Self-Esteem
(General Maladjustment)	No	--
Androgyny - Trait Attributes		
Masculine	No	--
Feminine	No	--
Fear of Failure	Yes	More Fearful

Source: Project Athena, OML, USMA

Table 30

Psychological Variables Defined

Variable Definition

1. Military Career Commitment (MCCOG) - a measure of military commitment developed by Bridges (1969, USMA)

2. Academy Graduation Commitment (AGCOG) - a similar measure to MCCOG of desire to graduate from USMA (1969, Bridges, USMA)

3. Attitudes Toward Women (AWS) - a measure of traditionalism in attitude toward the rights and roles of women in contemporary society (Spence, Helmreich, and Stapp, 1973; Spence and Helmreich, 1972)

4. Test Anxiety (Testanx) - a 16-item measure of test anxiety based on the work of Sarason (1975)

5. Rotter I-E - a 29-item measure of generalized expectancies for internal versus external control of reinforcement, developed by Rotter in 1966.

6. Organizational Commitment (P) - a measure of commitment developed by Porter, Steers, Mowday, and Boulian (1974) and modified for USMA use.

7. Self-Concept - a measure of self-esteem and called the Tennessee Self-Concept scale.

8. Androgyny - measures of self-concept based on the short version of Spence's Personal Attributes Questionnaire (Spence, Helmreich, and Stapp, 1974)

9. Fear of Failure - a locally developed (Prince, Rhone, 1976, USMA) fear (concern) survey, intended to measure empirically the nature and level of psychological stress in CBT.

INCLOSURE 6

AY 76-77 EDUCATION ON WOMEN CADETS

1. Scheduled Classes:

Class	Date	Subject	Time	Content
'78	29-30 Sep 76	Minority Relations/ Experiences on CTLT	1 hr	Seminar on CTLT leadership experiences with women and other minorities.
'77	22 Nov 76	People in the Army	1 hr	MG Gard's lecture which addressed the increased role of women in the Army.
'79	1-2 Dec 76	Leadership Development Seminar	1 hr	Seminar on the leadership opportunities of 3°, their duties and responsibilities and the leadership of women cadets.
'80	3 Dec 76	Role of Women in the Army	1 hr	COL Heinze's lecture on the status and role of women in the Army.
'80	Spring Leave '77	Human Understanding and Adjustment	4 hrs	Human Relations Training dealing with stereotyping, attitudes, prejudice and the leadership role.
'78	14 Apr '77	Roles of Women in the Military	1 hr	Lecture by high ranking woman officer.
'80	27 Apr '77	Women as Leaders in America	1 hr	Lecture by prominent woman leader.

Class	Date	Subject	Time	Content
'79	June Week	CTLT Leaderprep	2 hrs	Assumption of Command and Role of the Junior Officer classes which address leadership of women while on CTLT.
'77	---	USMA RR/EO Seminar	12 hrs	Seminar concerning race and minority relations, equal employment opportunities, institutional discrimination.
'79	---	PL 202: Psychology	1 semester	Academic course dealing with individual differences, group dynamics, social behavior, discrimination.

2. Additonally, the Margaret Corbin Seminar as part of the Behavioral Science Club has conducted monthly meetings with both men and women cadets in attendance to discuss various aspects of women at West Point and in the Army in general. Also, OPE has integrated males into some of the women's self-defense classes. Project Athena and the Cadet Counseling Center have been used to channel the women's concerns to the cadet and officer chain of commands. The women's basketball team and other athletic participation have exposed the men to women's capabilities. The "rumor and policy" sessions have provided information about women cadets.

SUMMER '77 AND AY 77-78 EDUCATION ON WOMEN CADETS

1. Proposed instruction for Summer '77:

CLASS	PERIOD	SUBJECT	TIME	CONTENT
CBT ('78-'79)	pre-CBT	a. Leaderprep: Leadership Development	4 hrs	General leadership techniques and practices with specific information concerning women cadets.
		b. Stress & Adjustment	2 hrs	Information on the stress new cadets go through, how they cope and adjust with information concerning women cadets.
		c. Communications	2 hrs	How we communicate and the verbal/non-verbal messages we transmit.
		d. Counseling	4 hrs	How to counsel subordinates with information concerning women cadets.
		e. Human Sexuality	1 hr	Dr. Pettit-type lecture
CFT ('78-'79)	pre-CFT	Leaderprep: Leadership Development	4 hrs	General leadership techniques and practices with specific information concerning women cadets.
CBT ('81)	CBT	Stress and Detail Change	3 hrs	Discussion and seminar on stress, coping methods, and special concerns.

CLASS	PERIOD	SUBJECT	TIME	CONTENT
CFT (80)	CFT	Institutional Discrimination	4 hrs	Discussion and seminar on how institutions discriminate against various groups to include women.
'79	Reorg Week	Squad Leaderprep	3 hrs	Leadership instruction with information concerning women cadets.

2. Proposed AY 77-78 instruction:

CLASS	PERIOD	SUBJECT	TIME
'81	PE 100	Human sexuality and Physiological/ Psychological Aspects of Men and Women Cadets	2 periods
'80	PL 202	Psychology	1 semester

3. The LEADERPREP schedule for AY 77-78 will be similar to AY 76-77. USMA RR/EO twelve hour seminar for the first class will remain the same.